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ABSTRACT

These activity/workbooks use drawings done in the style of great women artists in order to promote a knowledge of female art history through a variety of educational experiences. Volume 1 and 2 present 26 women artists (one for each letter of the alphabet) that can be used as an entire year's curriculum. Volume 1 features artists whose names begin with "A" through "M." Volume 2 covers artists whose names begin with "N" through "Z." Each section focuses on a different artist and includes a teacher's guide, an example of the artist's style of work, a letter form for student work, a sketch of the artist, a sheet for a student biography of the artist, a question/answer sheet, and an activity sheet. For each lesson, the teacher's guide is divided into five parts: (1) suggested media and grade level; (2) "Arts Integration"; (3) "Bulletin Board Ideas"; (4) "Contemporaries of the Artist"; and (5) a brief biography of the artist that is suitable to read to students. Activities are designed to encourage reflective thinking while students work in the style of the featured artist. The volumes conclude with seven appendices covering subjects for arts integration, time and birthplace line, art test or an intellectual activity, answers to the art test, a letter to parents, an answer key for the artist's biography, and resources for information about women artists. (DQE)

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Women Artists

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ABC WOMEN ARTISTS

An activity/workbook concept that uses drawings done in the style of great women artists in order to promote a knowledge of female art history through a variety of educational experiences.

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ABC WOMEN ARTISTS

The artists who have played prominent roles in the development of art history have primarily been male artists. Consequently, the first ABC Artist Alphabet that we coauthored contained all male artists with the exception of the letter "O" for Georgia O'Keeffe.

As we taught the artists beginning with the letter "A", many in our classes began to question the lack of female artists. It wasn't until mid-alphabet that we could provide them with a female example. With the current interest in sexual equality, not only in the market place but also in education, we knew a Womens' Artist Alphabet was in demand.

Many of our women were buried so deeply in history that we became "art detectives" in order to locate them. They were often overshadowed by male family members, also artists, or by their teachers and workshops in which they worked. However, one aspect became apparent as these women were found: all had interesting lives and all were strong willed individuals.

For example, in looking for an "A" artist, Sofonisba Anguissola, we found she had five sisters, all of whom were educated artists. Had this been a family of five brothers, their significance would have been readily apparent as in the Bruegel dynasty in Amsterdam.

The format for this activity book differs slightly from our previous ABC Artists. We have provided the teacher with a more complete background of the artists biography before beginning the lesson. We hope you will find this helpful and that your students will enjoy learning of womens' contributions to the history of art. We wish you every success and hope you enjoy this discovery as much as we did preparing it for you.

Francita Agostino *Martyna K. Bellessis*

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Anguissola

TEACHER DIRECTIONS FOR USING

ANGUISSOLA: "A" figure is two of her five sisters.

1. Suggested Media for use with Grades 3, 4, 5 & 6: and directions for students:

   Page 4: Draw two people engaged in some type of activity such as playing checkers or some type of board game. Another idea is that one person could be reading to another and the characters could be popping out from the pages. Color in with markers.

   Page 6: This is a copy of Anguissola's paintings "Three of the Artist's Sisters Playing Chess." In the space provided under the picture, draw some activity you enjoy doing with family or friends. Color with markers or keep it a pencil drawing.

2. Arts Integration:

   Integrate this lesson with language arts by having students write a paragraph about their activity picture.

3. Bulletin Board Ideas:

   Use an opaque projector and enlarge the letter A to poster size (18" x 24"). Have a group of students color the initial. This could be done with every letter using different groups of students each time making a magnificant display.

4. Contemporaries of this artist are:

   a. Michelangelo
   b. King Phillip II of Spain
   c. Queen Isabella of Spain
   d. Anthony van Dyck

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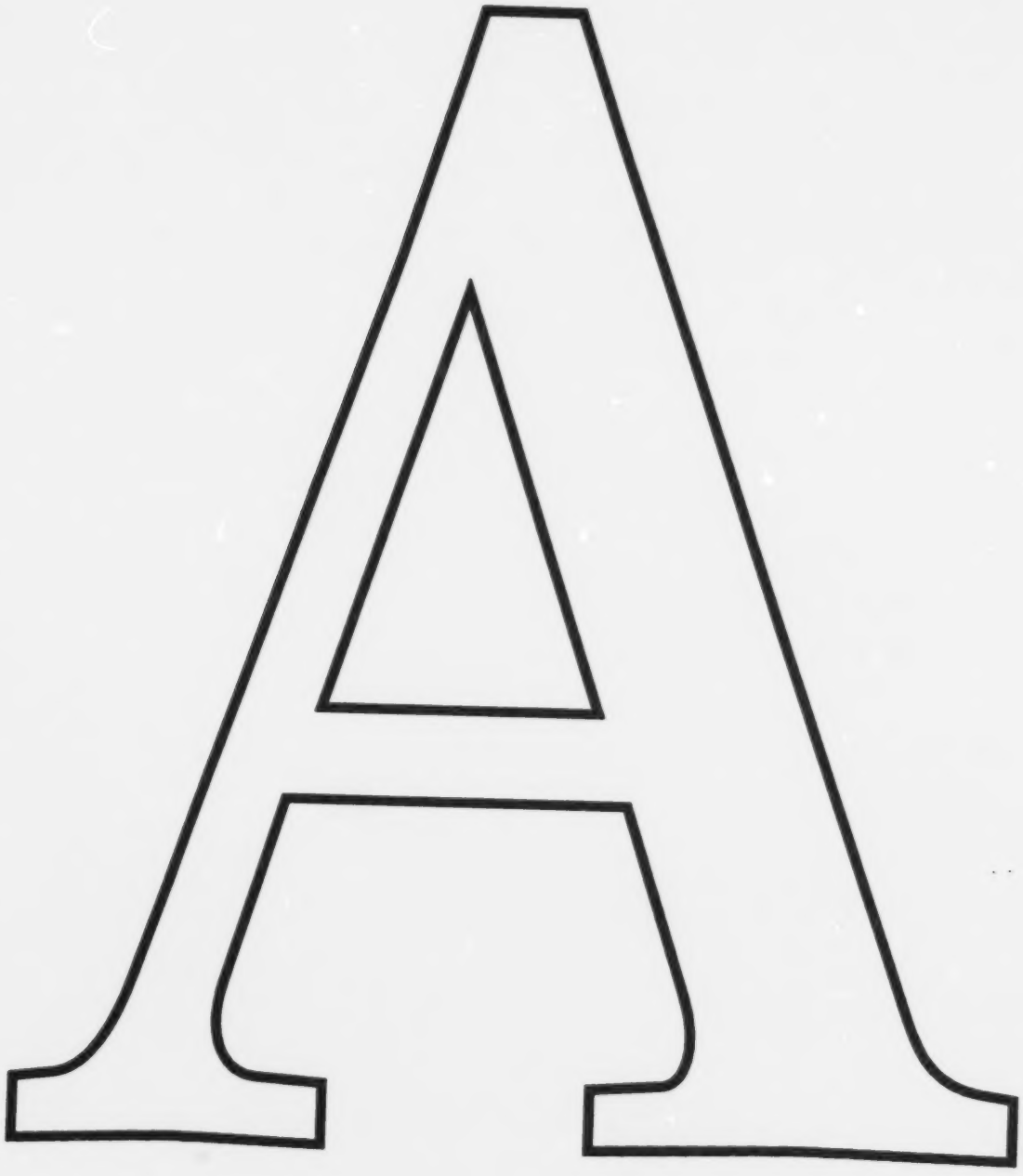
◆ SO FAWN ES BAA / ANG GWA SOUL A

WHO WAS SOFONISBA ANGUISSOLA?

Sofonisba Anguissola* was born in 1532 in Italy. This was the time immediately after the Renaissance. The artists, Raphael and Leonardo were dead, only Michelangelo was alive and he would play a part in her life. She was the first child born into a wealthy family. Her father undertook an unusual task by educating her and her 5 sisters. She and Elena, her closest sister in age, were sent to live in an Italian artist's home with his family. Bernardo Campi gave them lessons in drawing and painting. These two sisters in turn taught their 3 younger sisters how to draw and paint. In time Sofonisba and Elena surpassed the talent of their teacher and developed their own styles. Sofonisba painted a series of self-portraits and did many portraits of members of her family. Elena entered the convent and worked on projects there. Anna Maria and Europa, the two middle sisters married thus they could "do no more art work." Lucia was also a gifted painter but she died at the young age of 25 years. One of her paintings, a portrait of their doctor, Pietro Maria, has survived. Minerva, the baby sister, was a Latin scholar plus being a painter, but she too, died at a young age. Amilcare Anguissola, the father, was so proud of Sofonisba's work that he sent one of her drawings to the great artist and sculptor, Michelangelo. He admired it and stated that yes, she indeed was talented. He mentioned her work to Cosimo d'Medici and Georgic Vasari who were two important art patrons. They, in turn, told King Phillip II of Spain that she would make a wonderful court painter. That is someone who paints the royal family and friends portraits. Sofonisba was received in Spain with much pageantry and stayed there for twenty years. She did several portraits of Queen Isabella while she resided at the court. A sad fact, though, is that all her work done in Spain was destroyed in a fire at the palace.

One of her paintings is honored as the first "conversation piece". The painting "Three of the Artist's Sisters Playing Chess" shows the personalities of the sisters sharing the game. The idea comes across to the viewer that this is a moment of fun in their lives. This was an unusual idea because before this painting portraits were always shown in a formal pose. Another painting, "Boy Pinched by a Crayfish", shows an everyday occurence with children. These were innovative ideas by Sofonisba.

She lived a long and productive life. When she was ninety-two years old the artist, Anthony van Dyck painted her portrait.



Sofonisba Anguissola♦ was born in 1532 in Italy and was the first Italian woman artist to be known outside her country. She was famous for painting portraits where the people were talking or showing an emotion. She began her career using her five sisters as models. There was no formal art training for women at this time, 1550, because they could not join the guild where artists learned their trade. Females were not allowed to travel alone therefore they could not see the masterpieces other artists had done. Anguissola chose to work on portraits and she excelled at doing them. The great artist, Michelangelo, saw one of her paintings and was impressed with her work. Another artist, Anthony van Dyck, painted her portrait when she was 92 years old, a year before she died.

Questions?

1. What is a portrait?

_____

_____

2. What is a guild?

_____

_____

♦ SO FAWN ES BAA / ANG GWA SOUL A

Draw an activity you enjoy doing with your friends and family in the box below

Bonheur

TEACHER DIRECTIONS FOR USING

BONHEUR: "B" figure is a detail from the painting "A Lion Meditating."

1. Suggested Media for use with Grades 3 and 4: and directions for students:

   In the letter B draw your own animal: Your pet or an animal you wish could be your pet. Color with crayons. The animals can be colored and cut out. Use tempera paint and make an appropriate background for each animal.

   Suggested Media for use with Grades 5 and 6: and directions for students:

   Draw cartoon animals in the letter B using "b" animals: bears, baboons, boars, beagles, bunnies, etc. Use some of Bonheur's animals on page 10A. and make up your own comic strip. Go over pencil drawings with a thin black marker so that they can be reproduced.

2. Arts Integration:

   Integrate this lesson with science by discussing animals and their habitats.

3. Bulletin Board Ideas:

   Arrange photographs of the animals in their habitat; exhibit students' animal paintings with a written explanation of the habitat; reproduce and laminate comic strips of older students and display so that students are able to read them and share adventures.

4. A Contemporary of This Artist:

   Buffalo Bill (William Frederick Cody) American Scout, Indian fighter, and showman 1846-1917.

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WHO WAS ROSA BONHEUR?

Rosa Bonheur◆ was born in 1822 in France. Her father, Raymond, was an art teacher who taught her and her two brothers the fundamentals. Rosa was not a good student in school because she would not settle down and pay attention. She was mischievous and was constantly in trouble. Her mother died when she was eleven years old and her father took her out of school since she didn't like it anyway and apprenticed her to a dressmaker. She hated that position and promised her father that she would behave if he would let her work in his studio.

This change of environment caused a transformation in Rosa. She became a serious art student and her father permitted her to spend hours copying the master's paintings at the Louvre. At this time her family lived in the country where she began to be interested in drawing animals exactly as they looked not "sentimental" as had been the case examples of that are dogs in costumes and cats with bows in their hair. Rosa's animals looked like real animals. She combined the artistic expression of the master artists with the realism of her animal drawings to establish herself as an extraordinary artist.

Rosa had two of her paintings accepted in the prestigious art exhibit named Salon of Art in Paris when she was nineteen years old. She exhibited paintings there every year from 1840 to 1855. Some of the famous judges during that time were the artists: Ingres, Delacroix, and Corot. She received many honors and awards during her lifetime. She was popular with the middle class in France from 1850 to 1870.

One of the awards was the title: Chevalier to the Legion of Honor in 1867. In England, Queen Victoria requested a private showing of Rosa's art work and the sales soared after that event. Americans also appreciated her work. Buffalo Bill Cody came all the way to France to have Rosa do a painting of one of his horses.

Bonheur was a fortunate artist because she was able to paint what and where she wanted and was very successful in her lifetime. She purchased a large farm in the countryside outside Paris and owned a menagerie of animals.

◆ ROW SA / BONE HER or Ba-n r

Rosa Bonheur* was born in 1856 in France. She was very popular in her own country, England and the United States. She became famous for her paintings of animals. Bonheur observed horses, cows, and sheep at the farm and lions at the circus. She drew the texture of their mane or fur perfectly. Her father was an art teacher and taught her and her two brothers art fundamentals. She won her first award when she was 19 years old. Buffalo Bill Cody came across the ocean to see her work.

Questions?

1. Have you ever won an award? Tell about it.

_____

_____

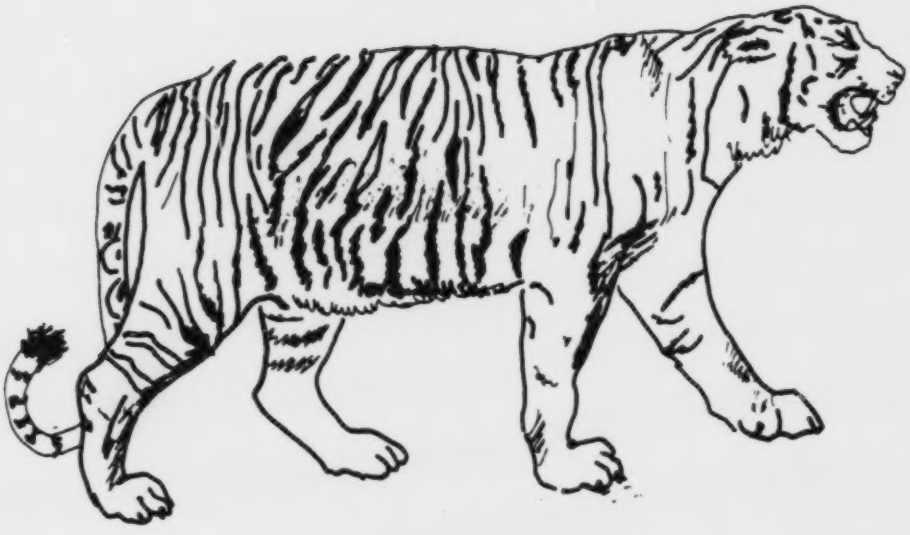
2. Who was Buffalo Bill Cody?

_____

_____

◆ ROW SA / BONE HER or Ba-n r

Here are some of Bonheur's animals to use in your comic strip.



◆ ROW SA / BONE HER or Ba-n r

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Questions?

1. Have you ever won an award? Tell about it.

_____

_____

2. Who was Buffalo Bill Cody?

_____

_____

◆ ROW SA / BONE HER or Ba-n r

Cassatt

TEACHER DIRECTIONS FOR USING

CASSATT: "C" figure are details from "After the Bath" and "Mother Feeding Her Child".

1. Suggested Media for use with Grades 3 and 4: and directions for students:

   Page 13: Cut out different pictures of various children's faces from newspapers or old magazines. Arrange and glue them on the "C" form.

   One of Cassatt's favorite paintings was "Breakfast in Bed". Draw yourself in bed with favorite toys and breakfast foods: messy but fun. Color in with colored pencils.

   Suggested Media for use with Grades 5 and 6: and directions for students:

   In the "C" form draw your own favorite things from hobbies, academics, or sports activities. Color in with colored pencils.

   "Breakfast in Bed" might be a special occurrence in your experiences. Use pastels and draw something special that your family enjoys doing together.

2. Arts Integration:

   Travelogue with Social Studies. Have students write a paragraph about a foreign country they have visited and tell some pertinent differences. Or have them write about a country that they wish they could visit and tell why they want to go there.

3. Bulletin Board Ideas:

   Display a map of the world and put children's names on the place they want to visit. You should have some lively discussion about this board.

4. Contemporaries of This Artist:

   Degas, Manet, Monet, Renoir, and Van Gogh.

WHO WAS MARY CASSATT?

Mary Cassatt◆ is one of a few well known women artists. Her paintings and prints are recognized world wide while Anguissola and Bonheur are only known to art historians or those that love or research animal paintings. Mary was born in 1844 in Pennsylvania. Her family was wealthy and had a luxurious lifestyle. In fact, her father was the Mayor of Pittsburgh, Pennsylvania for a time. Mary's brother was the President of the Pennsylvania Railroad. Thus it was possible for Mary to devote her life to her art and not have to worry how she would support herself.

The Cassatt family lived in Europe for five years when Mary was between the ages of five and twelve years old. These are such formative years. Mary decided to become an artist and live abroad even though she was always proud to be an American. She was very stubborn about her career goals and her parents tried to change her mind but she persisted in her career. She studied at the Pennsylvania Academy of Fine Arts when she was a teenager but as soon as her parents relented, off to Europe she went. Mary spent hours, days, and finally, years copying the masterpieces at the Louvre Museum in Paris. She toured and studied and sketched at the great museums in Spain, Italy, and Belgium. In 1872 she had her first painting accepted by the great Salon Exhibit in Paris. Mary was a success! After a few years the painter, Edgar Degas invited her to join a new group of painters called "The Impressionists". She loved the manner in which they painted and felt honored that they had asked her to join the group. Mary Cassatt was the only American in this impressive group of artists.

Mary had her first one woman art show at the prestigious Durand-Ruel Galleries in Paris in 1891. This was an important occasion because it was not the norm for women to have their own art shows. She became famous for her paintings and prints portraying strong healthy women and their children doing ordinary everyday things. Mary received France's Legion of Honor Award in 1904.

In 1911 cataracts began to form on her eyes and caused her to become blind in 1914. Mary died in 1926 in her beautiful chateau outside Paris.

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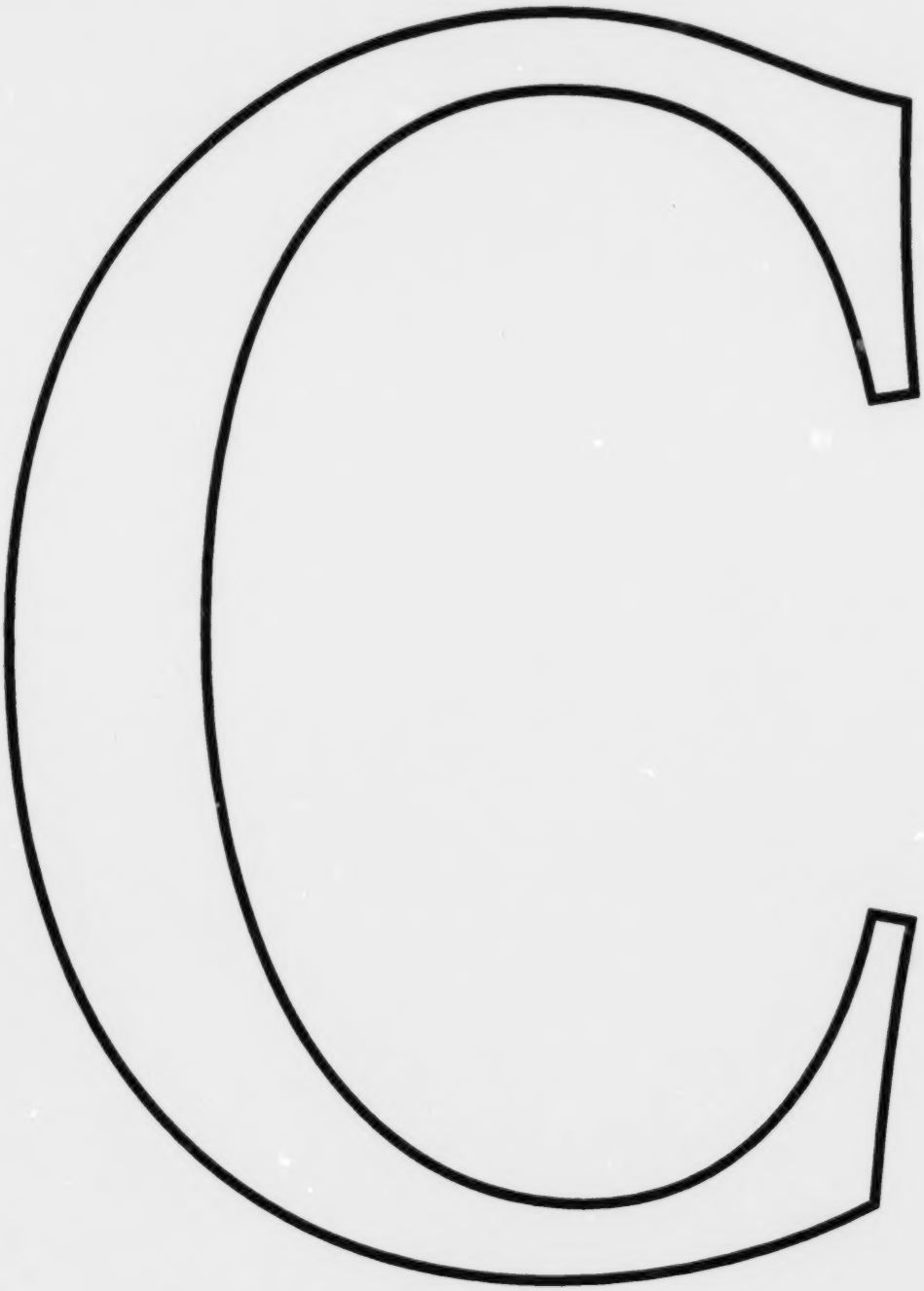


Mary Cassatt* was born in 1844 in Pennsylvania. Her parents were wealthy and Mary did not have to work therefore she could do her artwork without interruptions. When she was 7 years old her family went to live in Europe. They stayed there until she was 12 years old. She loved the Museums and vowed to become an artist. Her father refused her request.

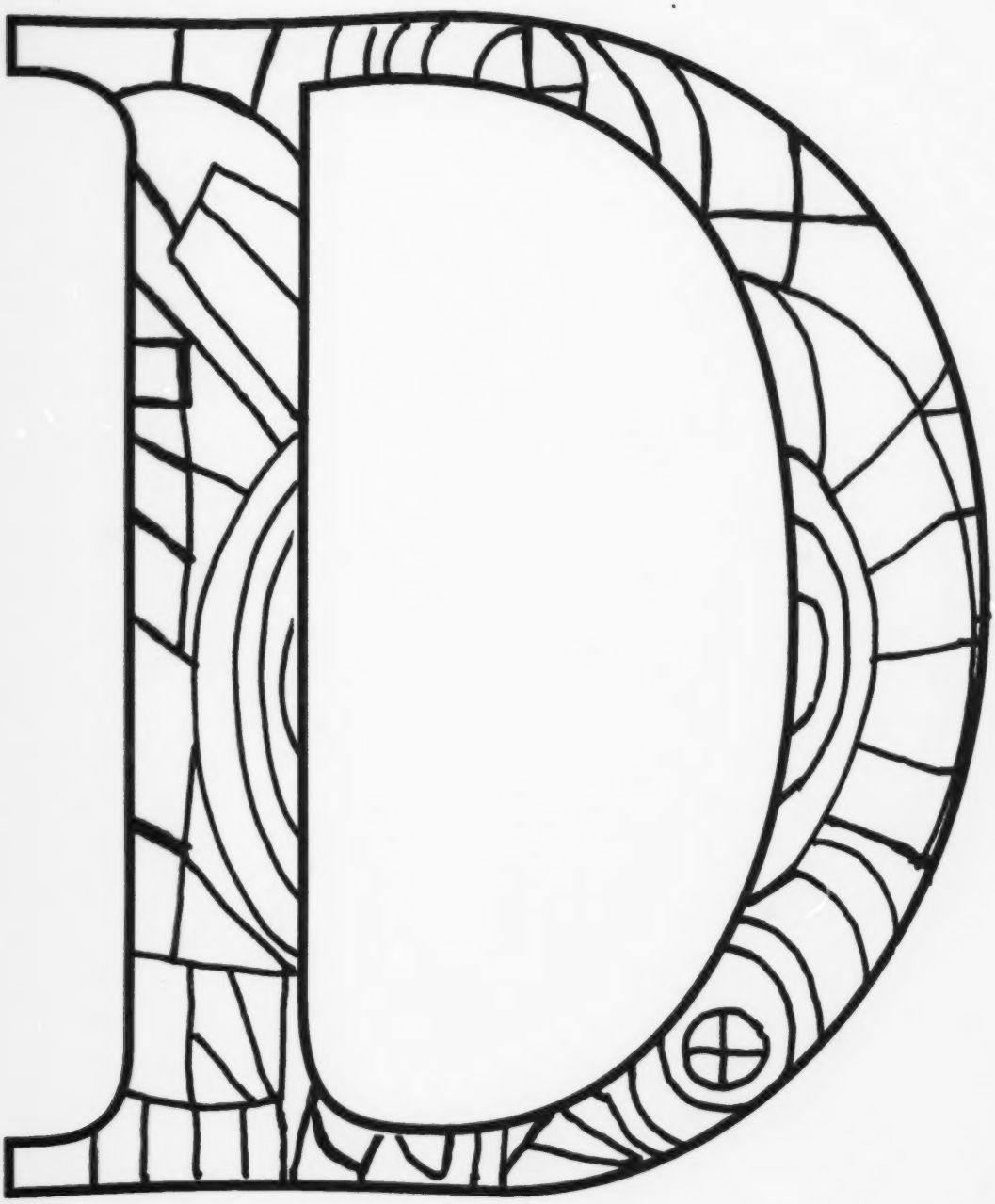
When she was a teenager he allowed her to attend the Fine Arts Academy in Pennsylvania and after many arguments allowed her to go to Europe to study. She toured and sketched in Italy, Spain, and Belgium. She settled in Paris and had her first picture accepted in the great Salon Art Exhibit in 1872. Edgar Degas, a member of the French Impressionists asked her to join the group. She was the only American in the Impressionists. Mary was very successful with her paintings and prints of mothers and children doing ordinary things. She won many awards and honors during her career.

Questions?

1. What would you study in a fine arts academy?

2. Who were the Impressionists?

3. What kind of art work did they do?



Delaunay

TEACHER DIRECTIONS FOR USING

DELAUNAY: "D" figure is a design from her work, "The Electric Prism".

1. Suggested media for use with Grades 3 and 4: and directions for students:

   Page 19: Finish the design using different kinds of geometric shapes and then color in with markers.

   Suggested media for use with Grades 5 and 6: and directions for students:

   Page 19: Enlarge Delaunay "D" design on an 12 x 18 paper. Research other geometric shapes and put them in your design. Use tempera or water colors to paint in your design.

2. Arts Integration:

   Integrate this lesson with math. Research geometric shapes. Introduce them to the students and have them incorporate shapes into Delaunay's work.

3. Bulletin Board Ideas:

   Have each student do a separate small drawing of their favorite geometric shape or one that they have just discovered and arrange them on the board.

4. Contemporaries of This Artist:

   Chagall, Matisse, Picasso and Rousseau.

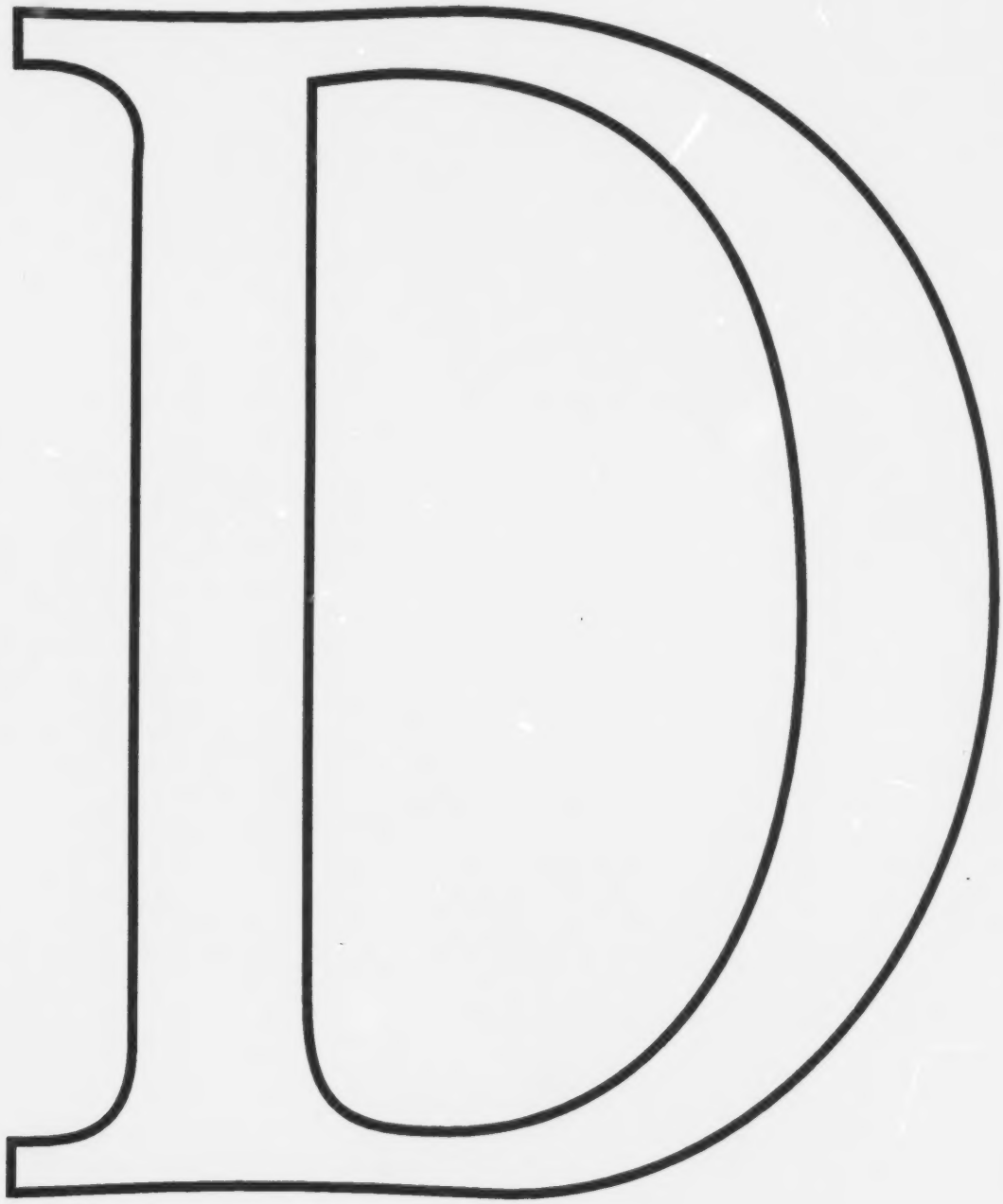
WHO WAS SONIA DELAUNAY?

Sonia Delaunay◆ was born in Russia in 1885. When she was a child her name was Sarah Stern and she had three brothers. Her father was a factory worker and her mother was a homemaker. Her parents decided to give Sonia to her wealthy aunt and uncle so that she could get a good education and have the finer things in life. Can you imagine how this 5 year old must have felt when she left her mom and dad? She never saw her mother again and her father came to visit her only once. Her name was changed to Sonia Terk and she moved to St. Petersburg, which was an exciting glittering city. In fact, it was the capital of Russia. Sarah, now Sonia, had a drastic change of lifestyle; instead of wandering through nearby fields and helping her mother with her three younger brothers, she became part of a household that lived a carefree, fancy life. Sonia had a nanny and governesses and lived in a spacious town house. She spent summers in a country house in Finland but she confided in her diary that she was very lonely.

When Sonia was 14 years old she was sent to an Academy to study. Her adopted parents were comfortable in many languages and they wanted Sonia to be knowledgeable in them. When she was 18 years old she went to a Fine Arts Academy and at 20 years old she was allowed to study at an art school in Paris. One of her roommates at this time was Alexandra Exter. Sonia created paintings that used the human figure with fantastic color backgrounds. After she married and had a son, she began to experiment with baby quilts, then large quilts and other types of textiles. She even painted a car to match one of her coat designs. Gradually the figures disappeared and she began to work only in color. When she and the painter Robert Delaunay were married their social circle included, Marc Chagall, Salvador Dali, Pablo Picasso, Henri Matisse, Henri Rousseau, and many other contemporaries in the artistic and theatrical world.

It was not until after Robert's death that she developed her most personal style in the 1950's and 1960's. The year that Sonia turned 90 years old the United Nations asked her to design the poster for the International Year of the Woman.

◆ DOO LOO NAY



Sonia Delauney◆ was born in 1885 in Russia. When she was 5 years old her parents gave her to her wealthy aunt and uncle. She was adopted by them. Sonia studied art in Paris, France at an Art Academy. She began by painting figures with beautiful color backgrounds but by the end of her long career she only used the colorful abstract designs as the main theme. Color was the most important thing to her. She worked in many art fields: painting, textiles, quilt making, clothes (fashion design), furniture design, and graphic arts (cards, books, posters).

Questions?

1. How do you think Sonia felt when her parents left her with her aunt and uncle?

_____

_____

2. What is your favorite kind of art work?

_____

_____

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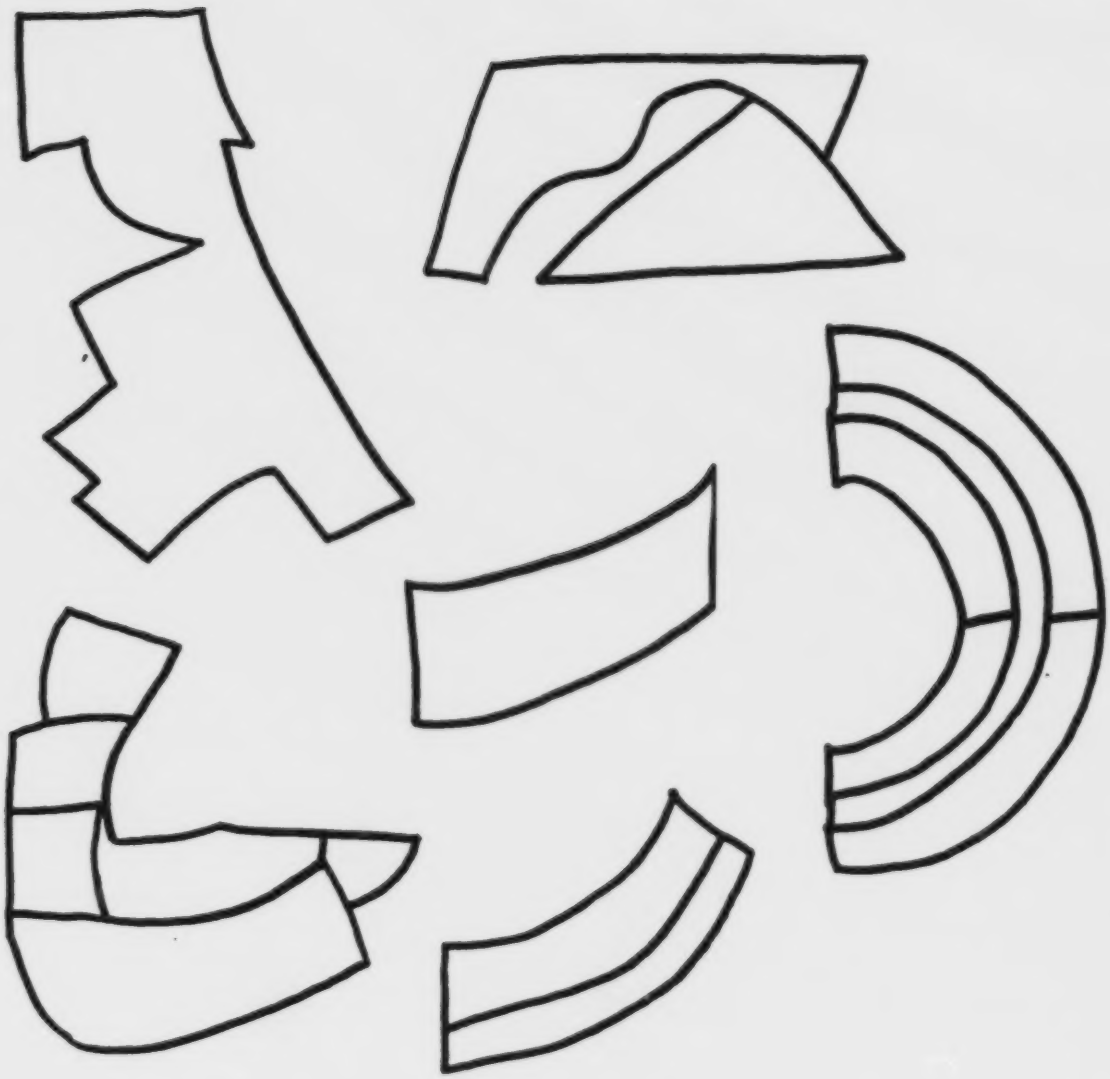
◆ DOO LOO NAY

Finish Sonia Delaunay's design using geometric shapes.



Exter

TEACHER DIRECTIONS FOR USING

EXTER: "E" figure is a costume design.

1. Suggested media for use with Grades 3 and 4: and directions for students:

   Page 22: In the letter E draw your robot. Color it in with bright color markers.

   Page 24: One of Exter's works was a folding screen depicting the environment from the mountains to the seashore. Complete the screen by coloring the three sections 1.) mountains 2.) hills to seashore and 3.)undersea scape. Cut apart on the solid line, glue three strips together edge to edge. Then fold to and fro on the dotted lines like an accordian book.

   Suggested Media for use with Grades 5 and 6: and directions students:

   Page 22: In the letter E draw your robot. Use colored pencils to color it or use a regular pencil and shade parts of it in.

   Page 24: One of Exter's works was a folding screen depicting the environment from the mountains to the seashore. Complete the screen by coloring the three sections 1.) mountains 2.) hills to seashore and 3.)undersea scape. Cut apart on the solid line, glue three strips together edge to edge. Then fold to and fro on the dotted lines like an accordian book.

2. Arts Integration:

   Integrate this lesson with science by discussing robotics and their uses; Integrate this lesson with ecology by stressing uses of water for positive or negative results to the environment.

3. Bulletin Board Ideas:

   Have a display of the students' pop out sea scenes in the classroom or library.

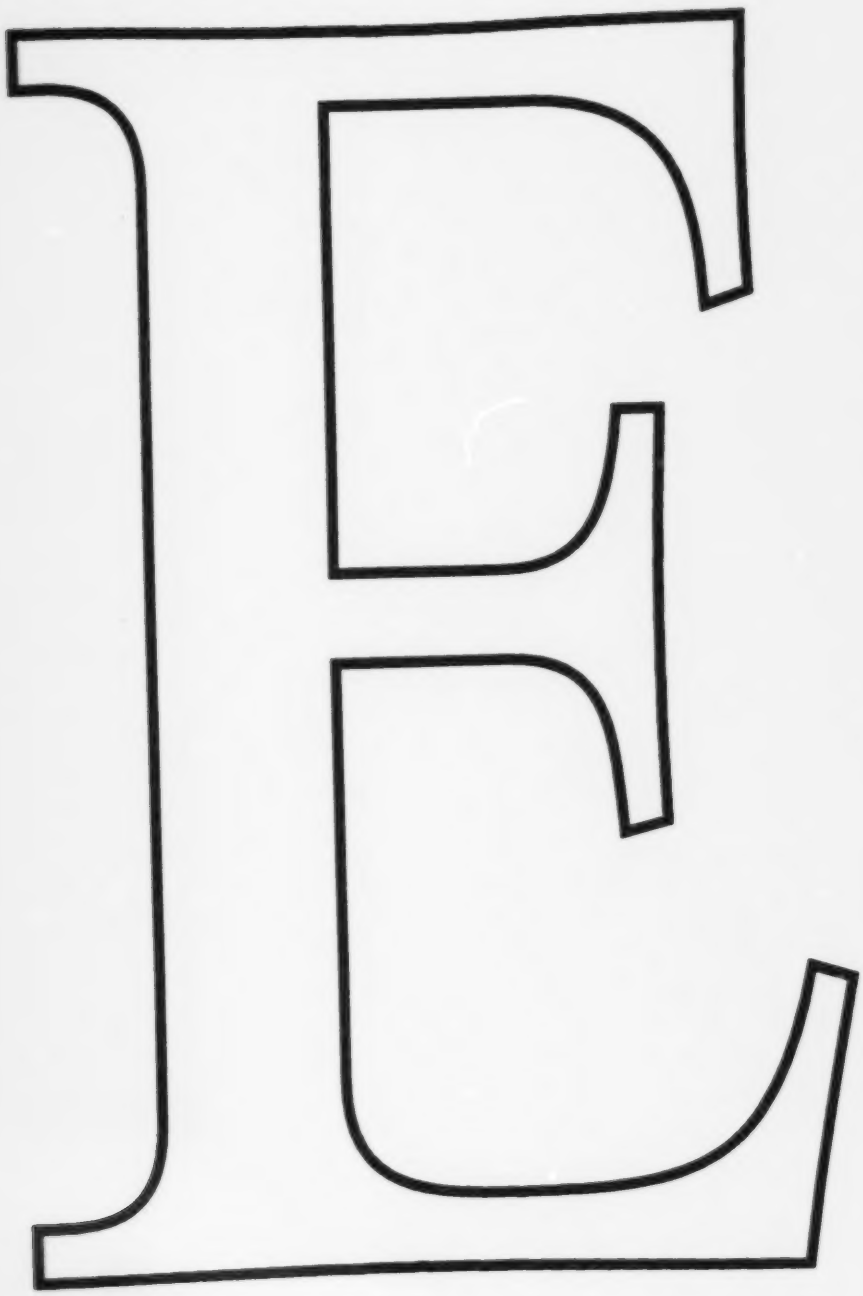
4. Contemporaries of This Artist:

   Picasso, Braque, Leger

WHO WAS ALEXANDRA EXTER?

Alexandra Exter• was born in 1882 in Russia. She was three years younger than our "D" artist, Sonia Delaunay. Alexandra and Sonia were roommates in Paris at the Academic de la Grande Chaumiere. For six years, between 1918 and 1924, she traveled between Moscow and Paris and in both cities she painted her early Cubism works. Alexandra also worked in theater design, book illustrations, collages, and constructions. She was a "Jill of all trades". She worked with broad areas of color and abstract geometric shapes. Her costume designs for the theatre or cinema were supposed to be seen in motion as the actors performed their scenes. She did an analysis of rotative forces because she wanted the clothes to move in space. Alexandra was one of the inventors of modern scenic designs. She also worked with robots and science fiction and this was in the 1920's and 30's. She worked very closely with Picasso and Braque in the early stages of Cubism. She left Moscow in 1924 because of the Russian Revolution. That same year her paintings were accepted in the Biennale Exhibit in Venice. In 1936 her works were in the International Exhibition of Theatrical Art in Vienna and in 1937 in a Special Exhibition of Theatre Art in Ottawa, Canada. Exter was an excellent teacher and had a large number of students in Kiev, Odessa, and Moscow when she was working in Russia. While she resided in Paris she taught at Leger's Academic d'Art Moderne. (The last exhibit of her work was in 1937.) Exter's final years were spent in poverty and she suffered from several illnesses.

A resurgence of interest in her futuristic designs began in 1974. There is much research to be done about her so begin looking for clues and you may become the person that can complete her story.



Alexandra Exter◆ was born in 1882 in Russia. She traveled between Moscow and Paris for 6 years as a young woman in order to study at an academy in France and teach her students in Russia. When the Russian Revolution began Exter decided to stay in Paris. She worked with Picasso and Braque in the art movement called Cubism. Theater design was her greatest achievement and she was famous for it. Exter also designed robots and science fiction type scenery.

Questions?

1. Explain Cubism.

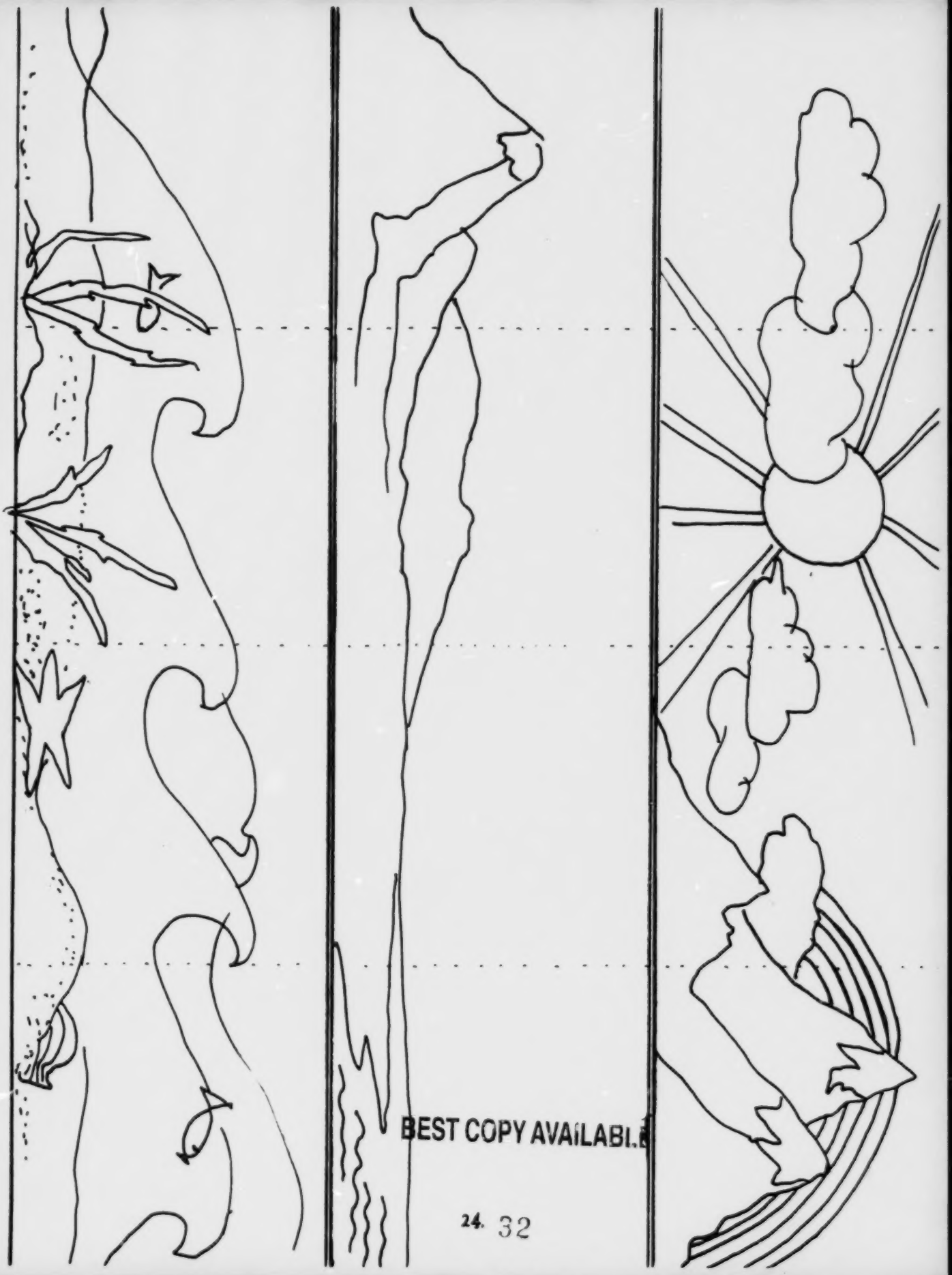
_____

_____

2. Why do we know about the artists Picasso and Braque, but not Exter?

_____

_____



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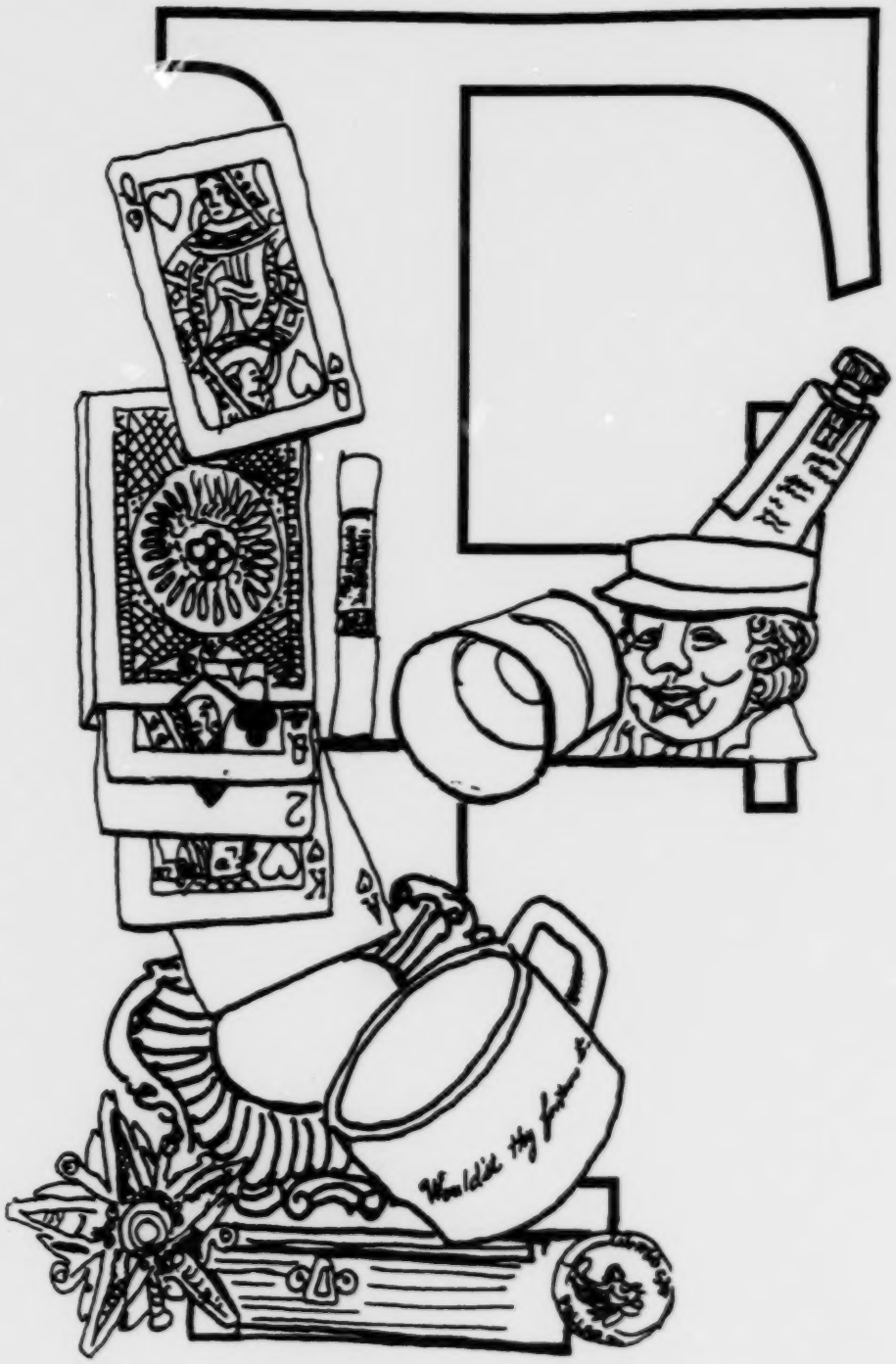


Flack

TEACHER DIRECTIONS FOR USING

FLACK: "F" figure is from the painting "Solitaire".

1. Suggested media for use with grades 3, 4, 5, & 6: and directions for students:

   Page 27: In the plain F draw some of your favorite things: from sports, from any lessons you take, from your wardrobe, from the grocery store, from the toy store, from your video games.

   On a separate paper bring wrappers, cards, pictures, photos, pages that explain likes and dislikes or do a "collage" type drawing just like Flack on page 28A. Have a theme: sunflowers, toys, houses, cars. Bring magazines to share.

2. Arts Integration:

   Integrate this lesson with social studies by having the students work in cooperative learning units investigating the history of an object e.g. a chair, playing cards, a musical instrument, etc., then the group shares their research with the class.

3. Bulletin Board Ideas:

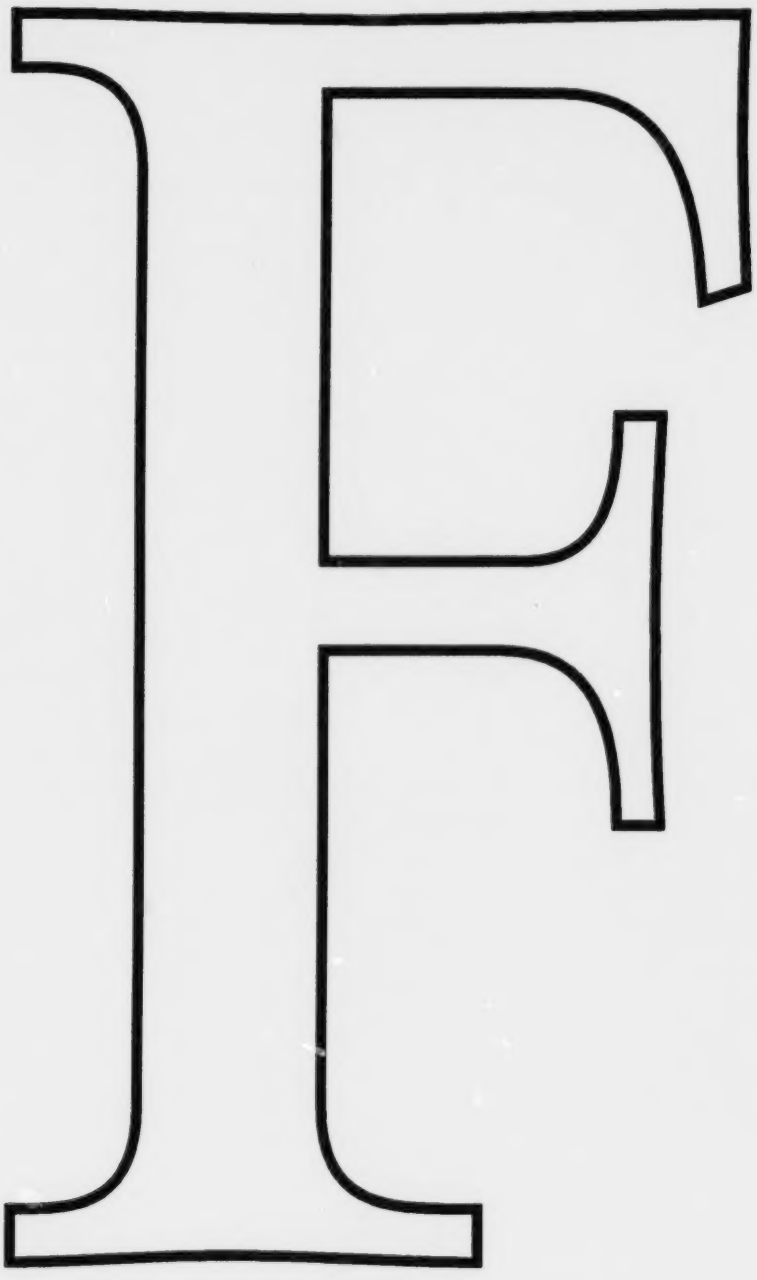
   Do a time line showing the time and place in history of the objects.

4. A Contemporary of This Artist:

   Jackson Pollock

WHO IS AUDREY FLACK?

Audrey Flack was born in 1931 in New York. She is the first artist that we have studied who is a living, working person. We can read and hear her own explanations. We do not have to rely on other people's ideas or recollections about the artist. She is still here to tell us herself. As a young girl she spent a great amount of time studying the art masterpieces at the Metropolitan Museum of Art, the Museum of Modern Art and the Hispanic Museum. At the latter museum she admired the works of a Spanish woman artist, Luisa Roldan, and formed a great attachment for her achievements. Flack's roots, her origins, are in abstract paintings. One of her early influences was Jackson Pollock. Throughout her career she has been constantly changing. Her style grows and then sets off on another direction. Today, she has embarked on a career as a sculptor. We will concentrate on her paintings that she calls "Super Real". In these paintings she brings some pictures into sharp focus while other things look blurred. Flack wants her work to be viewed on many levels. Students will probably be on the simple recognition level but others may see the connections between objects. As you view her work, you will see a great deal of symbolism.



Audrey Flack was born in 1931 in New York. She is the first artist that we have studied who is a living, working person. We can read her words, hear her explanations about her work, see her on T.V. As a young girl she spent a great amount of time studying in Art Museums. Her paintings are sometimes called "Super Real" because she takes an object from life and makes it look very realistic.

Questions?

1. What museums have you visited?

_____

_____

2. If you met Audrey Flack, what would you ask her?

_____

_____

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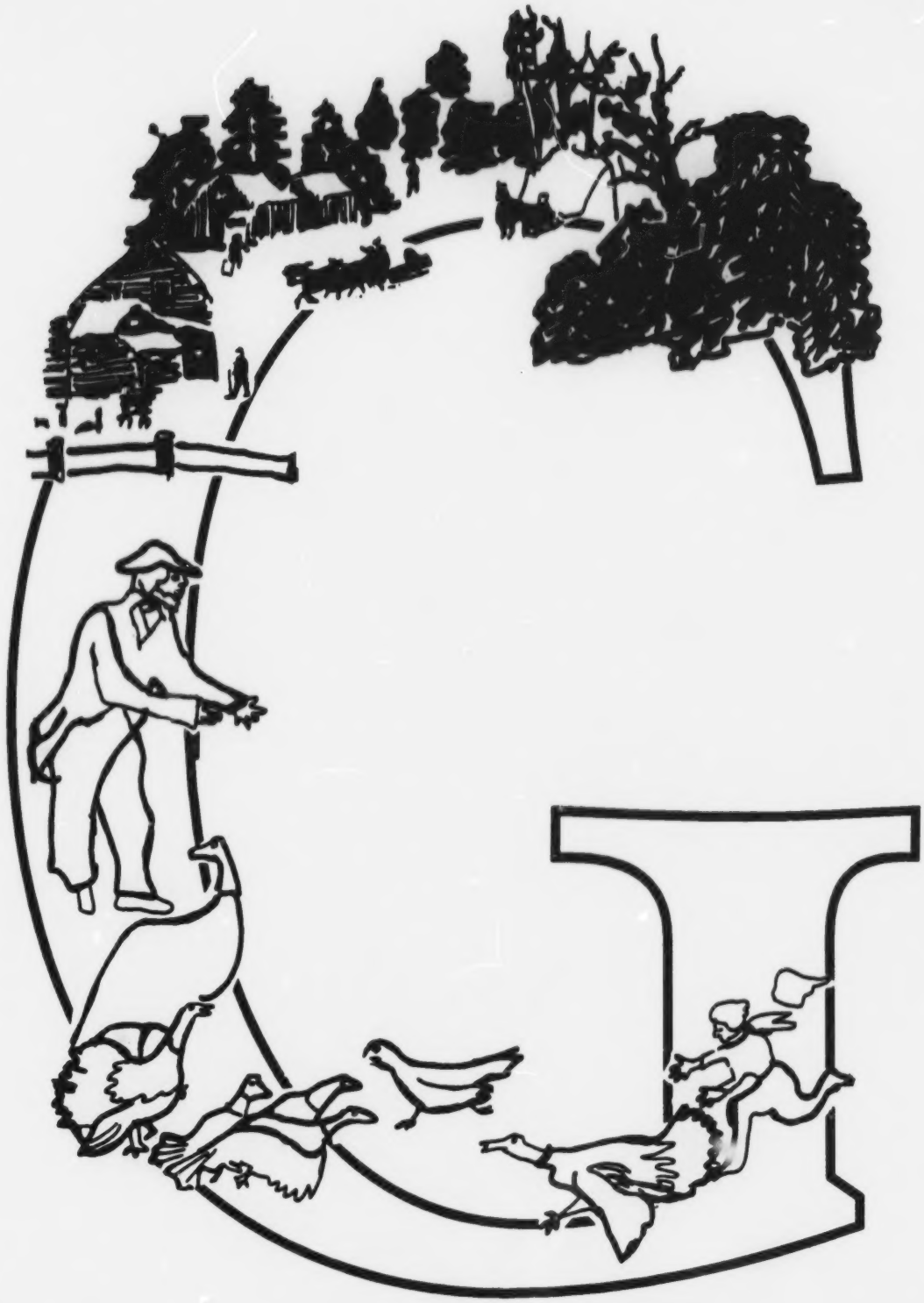
Here is Audrey Flack's collage of a card game.



Grandma Moses

TEACHER DIRECTIONS FOR USING

GRANDMA MOSES: "G" figure has details from two paintings: "Thanksgiving Turkey" and "Cutting the Christmas Tree".

1. Suggested Media for use with Grades 3, 4, 5, & 6: and directions for students:

   Page 31: In the letter G draw pets and people from your own life. Color it in or keep it a pencil drawing.

   Page 33: On this page or on a separate larger paper draw an activity that you enjoy doing with your friends or family. Some suggestions are at the top of the page. Paint this picture.

2. Arts Integration:

   Integrate this lesson with language arts by having your students write a letter to an official about someone they think should be honored in a special way.

3. Bulletin Board Ideas:

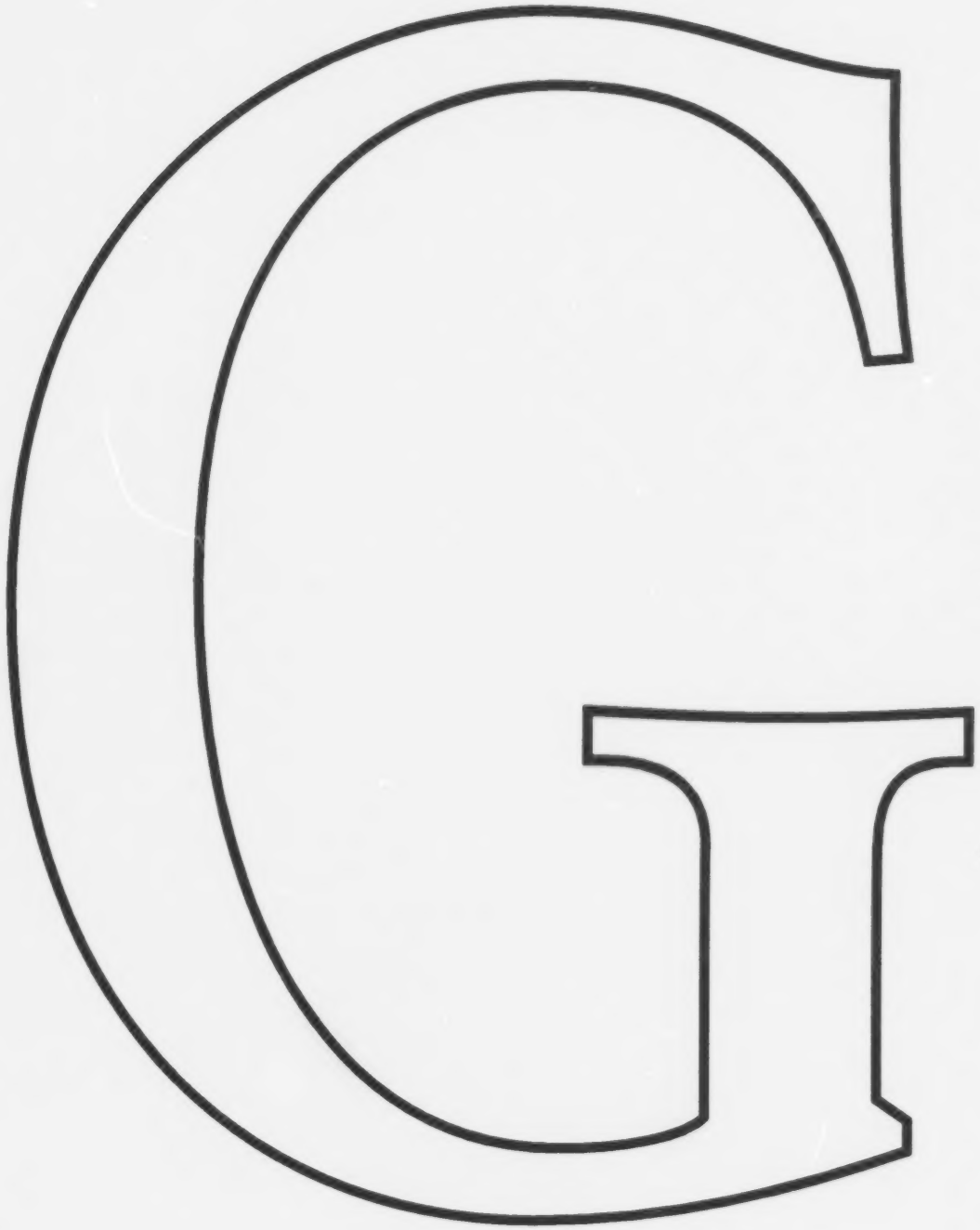
   Have students compose a mural showing a favorite activity.

4. A Contemporary of This Artist:

   President Harry Truman

WHO WAS GRANDMA MOSES?

Grandma Moses' real name was, Anna Mary Robertson Moses. She was born in 1860 in New York states farm country. She only had an elementary school education because she was expected to work on the farm. When she was in her early teens she was hired out to help farm wives do their chores. Her wages were very low and the work was difficult. When she was twenty seven years old she married another hired person who was a diligent worker just as she was. When she was raising her children and working on their family dairy farm she did not have time to do any art work. When the children were grown she began to embroider different country scenes from her youth and entered them in county fairs and won some blue ribbons. As she got older her fingers got arthritis so she could no longer use the needles to do her embroidery work. Grandma Moses began to paint with oils and at 78 years old began a new career. She painted those same scenes: catching a turkey, cutting down a tree, gathering maple syrup. Her daughter had taken a few of Grandma's paintings into a nearby town to display in a drugstore window. By a strange and happy coincidence, a New York City art dealer happened to pass by and see them. He knew that these were very special pictures. She became very famous in her lifetime and was honored by the United States President and the Governor of her state. Her 100th birthday was proclaimed "Grandma Moses Day". She had painted over 1500 pictures in her career. And, lastly, why was she called "Grandma Moses"? When people saw her paintings in the galleries, they asked, "Who was this new artist?" The answer was, "This artist is not new. She's old enough to be your Grandma". Thus she became known by this endearment.



Grandma Moses (Anna Mary Robertson Moses) was born in 1860 in the farm country of upper New York State. She was a hard worker all her life: at her parent's farm, as a teenage farm hand, and at her own dairy farm. When her family was self sufficient Grandma Moses began to do embroidery. Her pictures showed events about the good times she remembered from her early years. Arthritis in her fingers stopped her from using the embroidery needle so she began to do oil paintings of the same subjects. She became famous and was honored by the President of the United States and the Governor of New York. They proclaimed her 100th birthday as "Grandma Moses" day.

Questions?

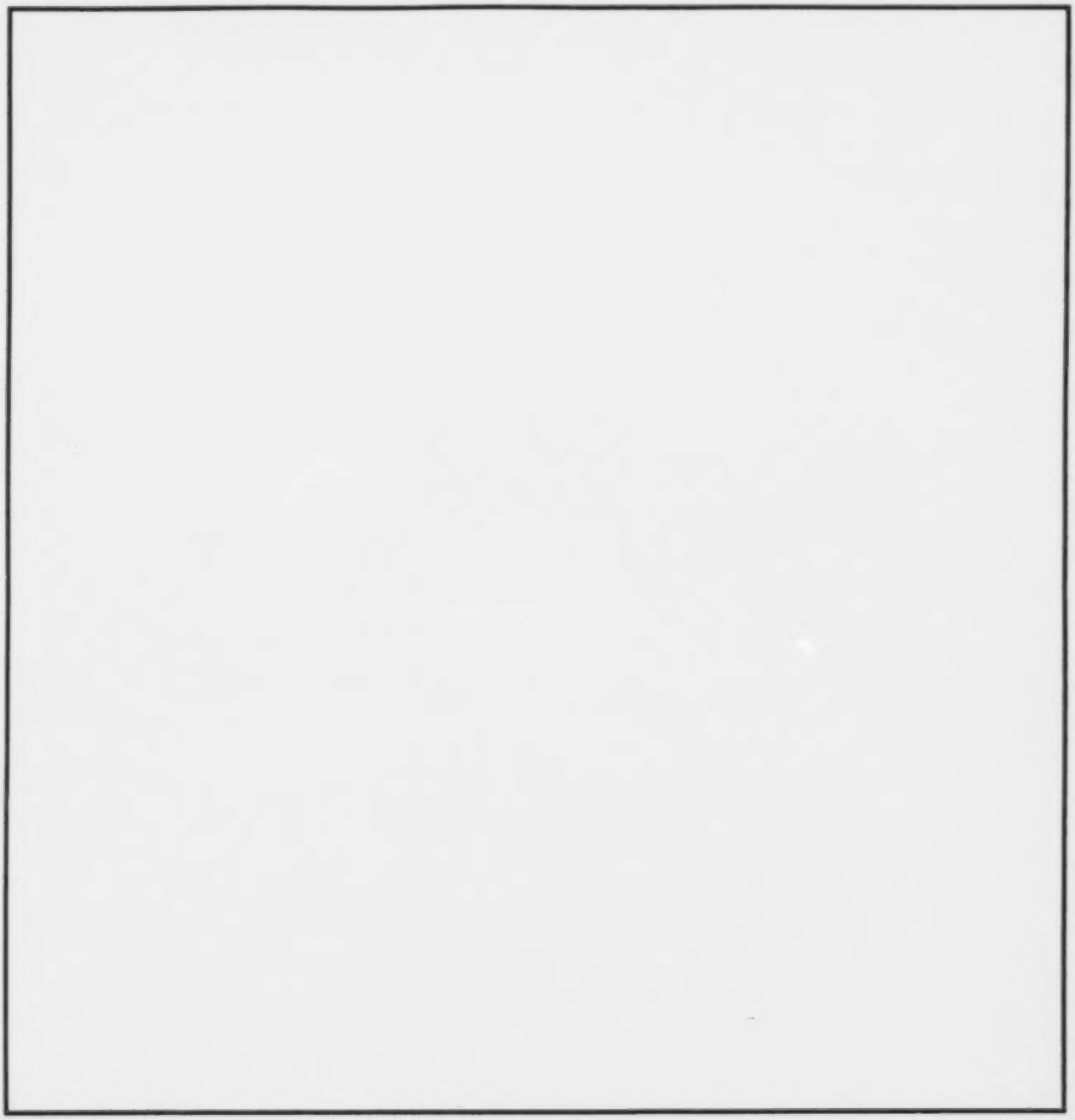
1. What kind of work do farm workers do?

2. What is embroidery?

3. What is arthritis?

Draw an activity that you enjoy doing with your friends or family, such as:

Reading a book
Watching television
Riding your bike
Playing a game



Huntington

TEACHER DIRECTIONS FOR USING

HUNTINGTON: "H" figures are two cougars from the sculpture "Crouching Cougars".

1. Suggested media for use with Grades 3 and 4:
   and directions for students:

   Page 36: In the letter H draw animals that might be found in a zoo. Color them with crayons or whatever you have available.

   Sketch some animals that you want to make out of clay or tissue paper.

   Suggested Media for use with Grades 5 and 6:
   and directions for students:

   Page 36: In the Letter H draw animals that begin with a certain letter.
   e.g. H = horse, hyena, hippo
   B = baboon, boar, bat
   Research these animals using the school library.

   Sketch one animal that you want to do on a special project. This could be a flat clay plaque or a cut construction paper picture.

2. Arts Integration:

   Integrate this lesson with library research skills.

3. Bulletin Board Ideas:

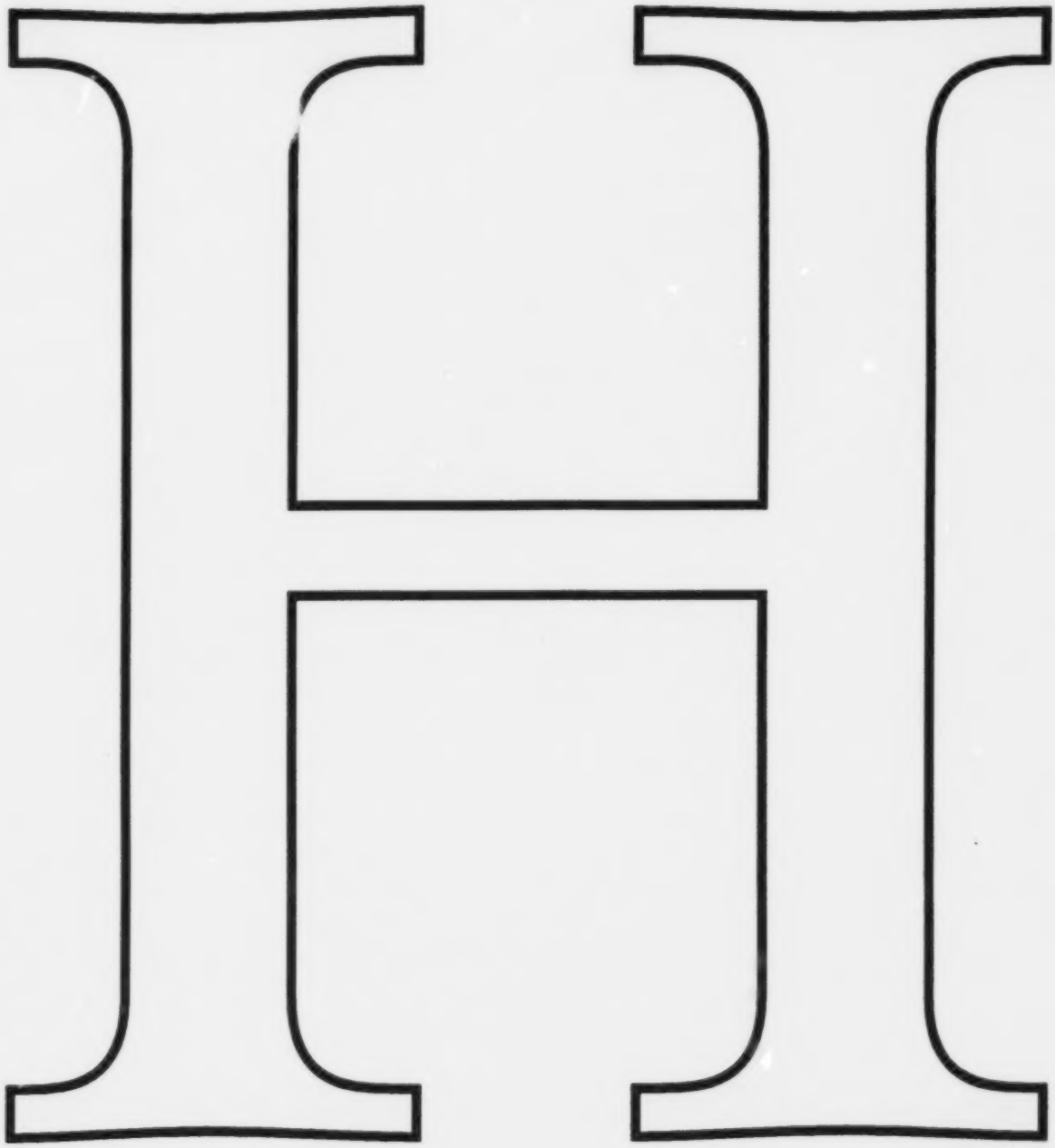
   Display sketches of animals and the finished products out of other materials.

4. Contemporaries of This Artist:
   Two other "H" sculptors:

   Malvina Hoffman and Barbara Hepworth

WHO WAS ANNA HYATT HUNTINGTON?

Anna Hyatt Huntington was born in 1876 in Cambridge, Massachusetts. As a youngster she was always interested in animals especially horses. One could find her in the stables whenever they needed her. When she grew older she loved to go to the zoo and the circus. Everywhere she went she took clay balls so that she could sculpt the animals she saw. This was not unusual in her family because she had an older sister who was an artist and sculptor. Their father, Dr. Hyatt, built a studio for both his sculpting daughters. Hyatt-Huntington studied at the Art Students League in New York. In 1906 she went to study in Paris and in 1907 she went to Naples and Rome to observe the great sculptures. It was at this time that she decided that she would sculpt Joan of Arc, a medieval woman warrior. This is one of her most famous works. She had won several prizes in competitions early in her career. In 1923 she married Archer M. Huntington. He was an outstanding figure in New York City's art and museum circles. He was also a millionaire. They had several homes but the most celebrated one is in South Carolina Brookgreen Gardens. It was founded in 1935 and contains over 300 sculpture pieces. Hyatt-Huntington's sculptures show an understanding of the character of her animals. There is a great love for her subject matter. A knowledge of anatomy, sound craftsmanship, vitality, and a sense of grace make her sculptures very special pieces of art. The National Arts Club of New York dedicated the catalog for its 69th Annual Exhibition 1966 to "its beloved member" on her 90th birthday. She had to stop working in 1972 because of poor health and she died in October 1973. Hyatt-Huntington was the only woman at that time to specialize in large animal sculptures. She produced more pieces than any other sculptor in the United States. Over 211 galleries, museums, and colleges own her work.



36.

Anna Hyatt Huntington was born in 1876 in Massachusetts. She was always interested in animals and horses. She spent her free time as a child at the zoo or at the stables. She had her own horse and had to do all the work to keep it. Her sculptures of animals and people on horseback are some of the best sculptures in the world. Her husband founded a sculpture garden in honor of her work in South Carolina. It is named "Brookgreen Gardens." There are over 300 sculpture pieces in it.

Questions?

1. Tell about a sculpture piece you have seen.

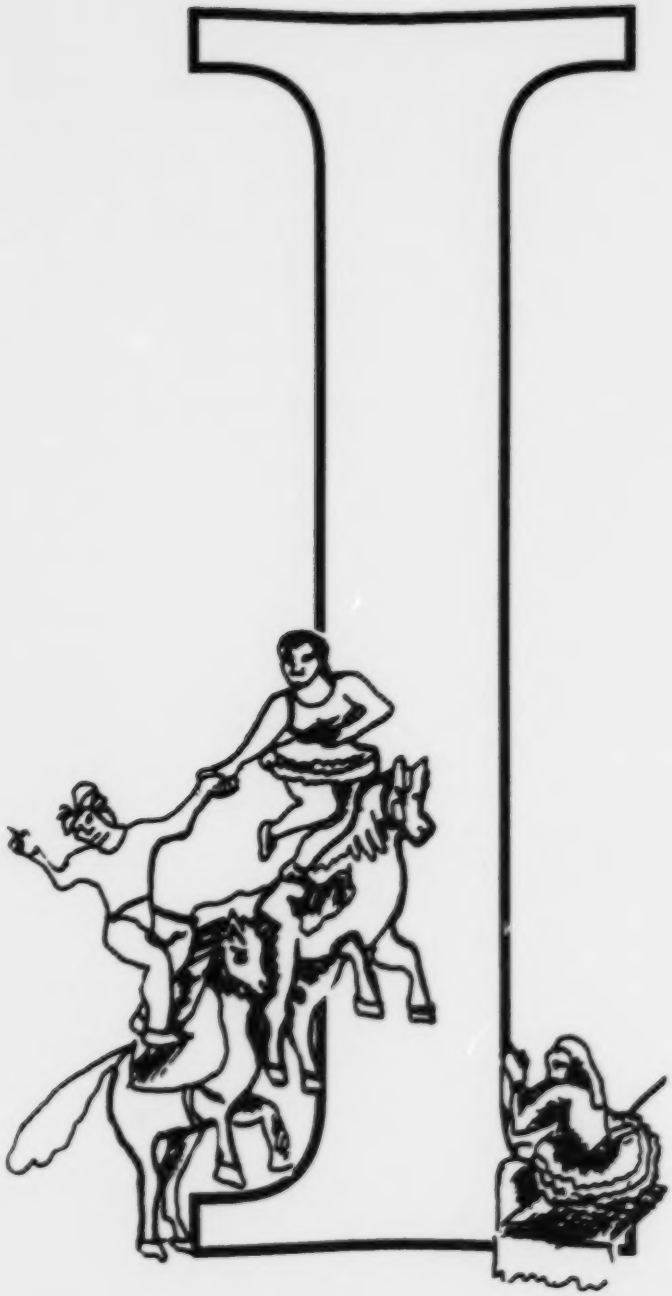
_____

_____

2. What animals would you put in a sculpture garden?

_____

_____



Izquierdo

TEACHER DIRECTIONS FOR USING

IZQUIERDO: "I" figures are details from "Bareback Riders".

1. Suggested media for Grades 3, 4, 5, & 6: and directions for students:

   Page 40: In the blank "I" draw a self-portrait. Look in a mirror, study your features, then put them down on paper; shape of your eyes, nose, mouth. Color with bright colors.

   Page 42: In the letter "I", add more circus figures you might find under the big-top: lions, elephants, clowns, jugglers, etc.

2. Arts Integration:

   Integrate this lesson with Geography by comparing and contrasting the United States and Mexico: weather, economic conditions, education, etc.

3. Bulletin Board:

   Put up a map display showing a chart of the arts integration items.

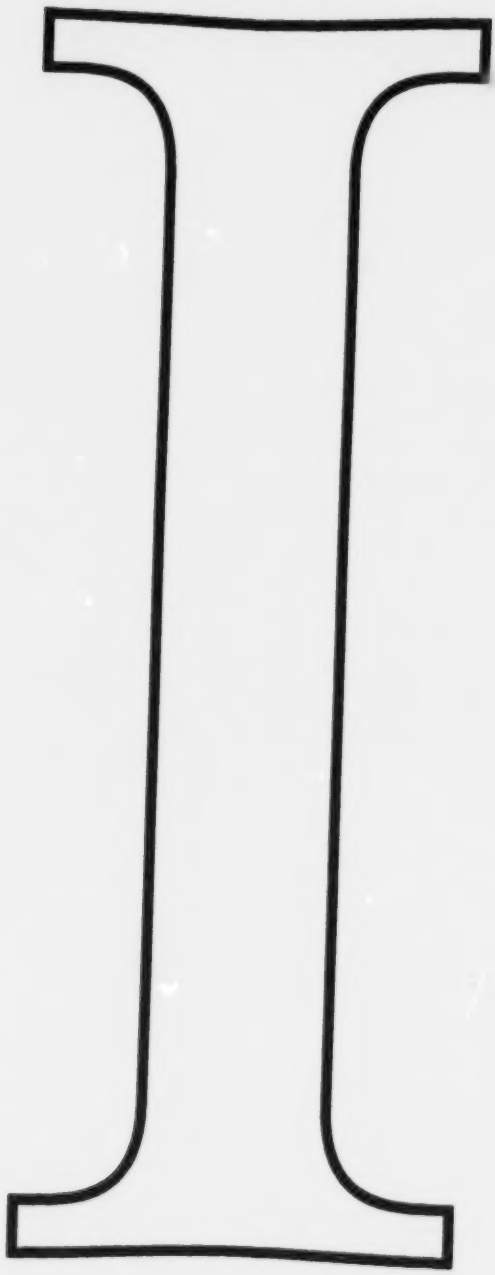
4. Contemporaries of This Artist:

   Frida Kahlo, Rufino Tamayo, and Diego Riveria.

WHO WAS MARIA IZQUIERDO?

Maria Izquierdo◆ was born in 1906 in Mexico and has been called one of the two most distinguished women painters in Mexico. The other woman is Frida Kahlo. Maria grew up in the country. Her childhood was a quiet, sad time. Maria's mother was a Tarascan Indian and died when Maria was very young. Her father was a Mestizo laborer and he, too, died when Maria was under two years old. She was raised by an extremely religious aunt and grandmother. When she was 13 years old her grandmother became ill and they were afraid that Maria would be alone so she was married to an older man. Maria soon learned that her new mother-in-law was in charge of not only her husband but Maria and 4 spinster sisters-in-law. Her life was quiet and boring here too. In an effort to be able to do something, she begged to be allowed to attend painting classes. She loved the painting classes and later was allowed to attend the National Academy of Art. Her family allowed her to set up a small studio in her home. When Diego Riveria became Director of the Academy he encouraged her to continue working in her own primitive and personal style. He organized an exhibit of her work and gave her modest praise. Not long after her first show she left home to establish an independent studio of her own. She copied the work of other Mexican artists in her growth period: one of these was Rufino Tamayo. He taught her how to use water-color. She has found her niche in the Mexican art world with her use of bright colors and the traditional use of gouache. Her portraits are sophisticated yet personal and they show perception and understanding of the model. Maria's circus pictures are humorous and demonstrate her naive and primitive style. She was the first Mexican woman to have a one-woman show in New York at the Art Centre in 1929. She was so well known that her self-portrait was hung at the World's Fair in New York in 1939.

◆IZ QUEER DO



Maria Izquierdo◆ was born in Mexico in 1906. Her mother and father died when she was very young. Her grandmother and an aunt raised her. It was a lonely life because there were no children in the country. During her teenage years she was allowed to attend the National Academy of Art. Self portraits and portraits of her friends are the legacy that she has left us. Izquierdo also was famous for a series of circus paintings that she completed after her years of schooling at the Academy.

Questions?

1. What is a legacy?

2. Compare your childhood and Maria's. Tell the differences.

◆IZ QUEER DO

John

TEACHER DIRECTIONS FOR USING

JOHN: "J" figure is "Corner of The Artist's Room".

1. Suggested media for use with Grades 3 and 4: and directions for students:

   Page 45: In the letter J draw some of your own treasures or things that you collect or ideas from any hobby you might have.

   Look around your home for a favorite spot. It might be where you watch T.V. or read a book or eat a meal or visit on the phone. Sketch it. Bring it to school and watercolor it with subdued colors such as grey, tan, off white, etc.

   Suggested Media for use with Grades 5 and 6: and directions for students:

   Do the same methods as above but when the watercolor is wet use India ink and pen to go over your outlines. So a second watercolor but this time let it dry before you use the India ink and pen. These two pictures use the same materials but you will have completely different effects.

2. Arts Integration:

   Integrate this lesson with language arts (poetry) or music. Have the student search for poetry or music on the theme "favorite things".

3. Bulletin Board Ideas:

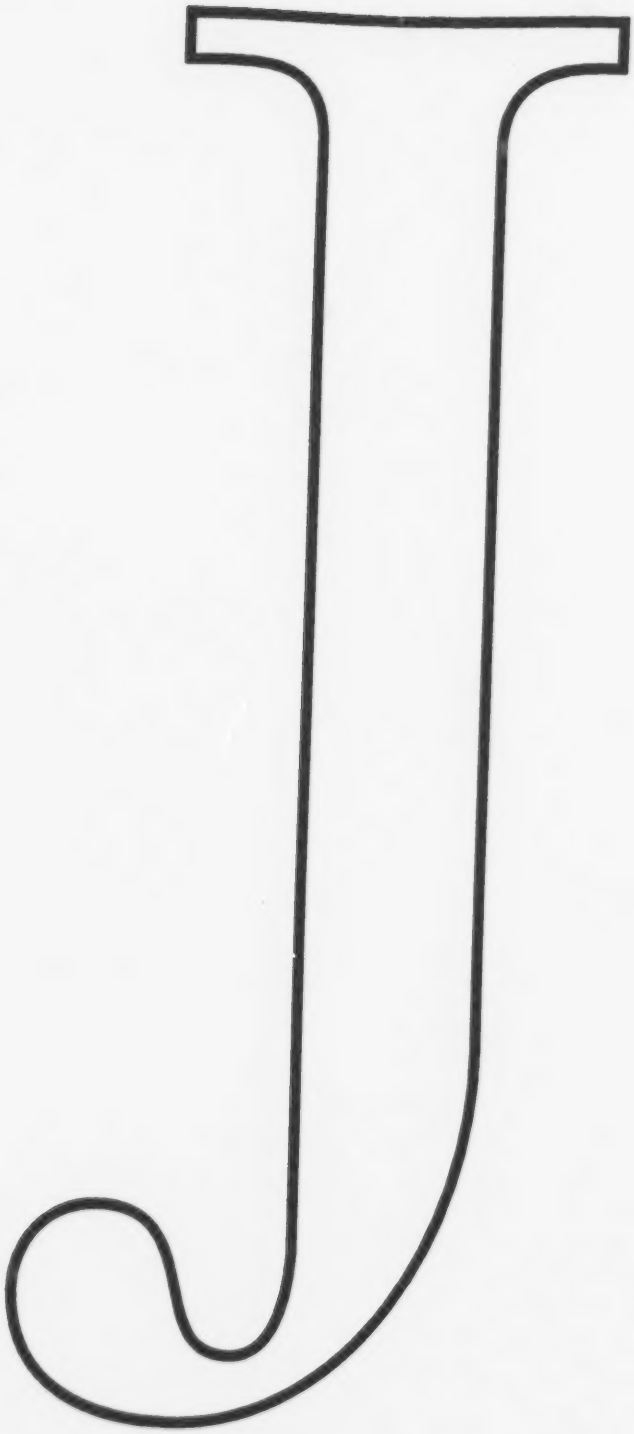
   Have three different boards: one displaying "favorite things" in an art work; one about music lyrics; and one about poetry.

4. Contemporaries of This Artist:

   Whistler, Rodin, Augustus John

WHO WAS GWEN JOHN?

Gwen John was born in 1876 in Wales. She had a younger brother and sister who figured prominently in her life. Gwen was educated by a number of governesses because her mother died when she was only 8 years old. Later she attended "Miss Wilson's Academy" and "Miss Philpott's Educational Establishment". Gwen became a student at the Slade School of Fine Art in London and studied there for 3 years. One of her teachers was the famous artist James Whistler. She settled in Paris in 1904 and met the sculptor, Auguste Rodin. She became his model for a piece named Monument to Whistler. At this time she began to pursue her career in earnest. The most striking feature of Gwen John's work is her intense feelings for her surroundings whether they were her friends, her cat, or members of her family. She faithfully rendered treasures of her childhood or the atmosphere in her small apartment. You can sense what was important to her. Gwen painted portraits of her sister, Winifred, many times. She and her brother, Augustus John, had some exhibitions of their work together in London galleries. True to the prejudice of the time his work was more popular and he became more famous. His fame overshadowed hers. Gwen also hated to sell her work but she had to do so in order to live. In her career she prefered drawing to oil paintings and thus far over 1,000 drawings and watercolors have been attributed to her and only 200 oil paintings. Her work has subdued colors and few lines.



Gwen John was born in 1876 in Wales. She was taught by governesses during her childhood because her mother died when she was only 8 years old. As a teenager she attended "finishing schools". When she was ready to begin her career she went to the Slade School of Fine Arts in London. Her drawings and paintings are of people, places, and things she loved. One of her favorite things to draw was her pet cat.

Questions?

1. What are "finishing schools"?

_____

_____

2. What kind of pet do you have?

_____

_____

3. What pet would you like?

_____

_____

Kollwitz

47.

TEACHER DIRECTIONS FOR USING

KOLLWITZ: "K" figure is "The Widow"

1. Suggested media for use with Grades 3 and 4: and directions for students:

   Page 49: In the letter K draw your own portrait using only pencil for texture and shading.

   Page 51: Check this page to make sure you have remembered everything for the portrait drawing of your friend.

   Suggested Media for use with Grades 5 and 6: and directions for students:

   Page 49: In the letter K use charcoal for your self-portrait. Experiment with it first so that you get used to its qualities.

   Page 51: Check this page to make sure you have remembered everything for the portrait drawing of your friend.

2. Arts Integration:

   Integrate this lesson with social studies by discussing the many positive aspects of our country. Have each student write (or print) one idea on a "Round Robin" type of letter that circulates around the room and everyone signs. Discuss poverty and homelessness. Can students do anything to help these people?

3. Bulletin Board Ideas:

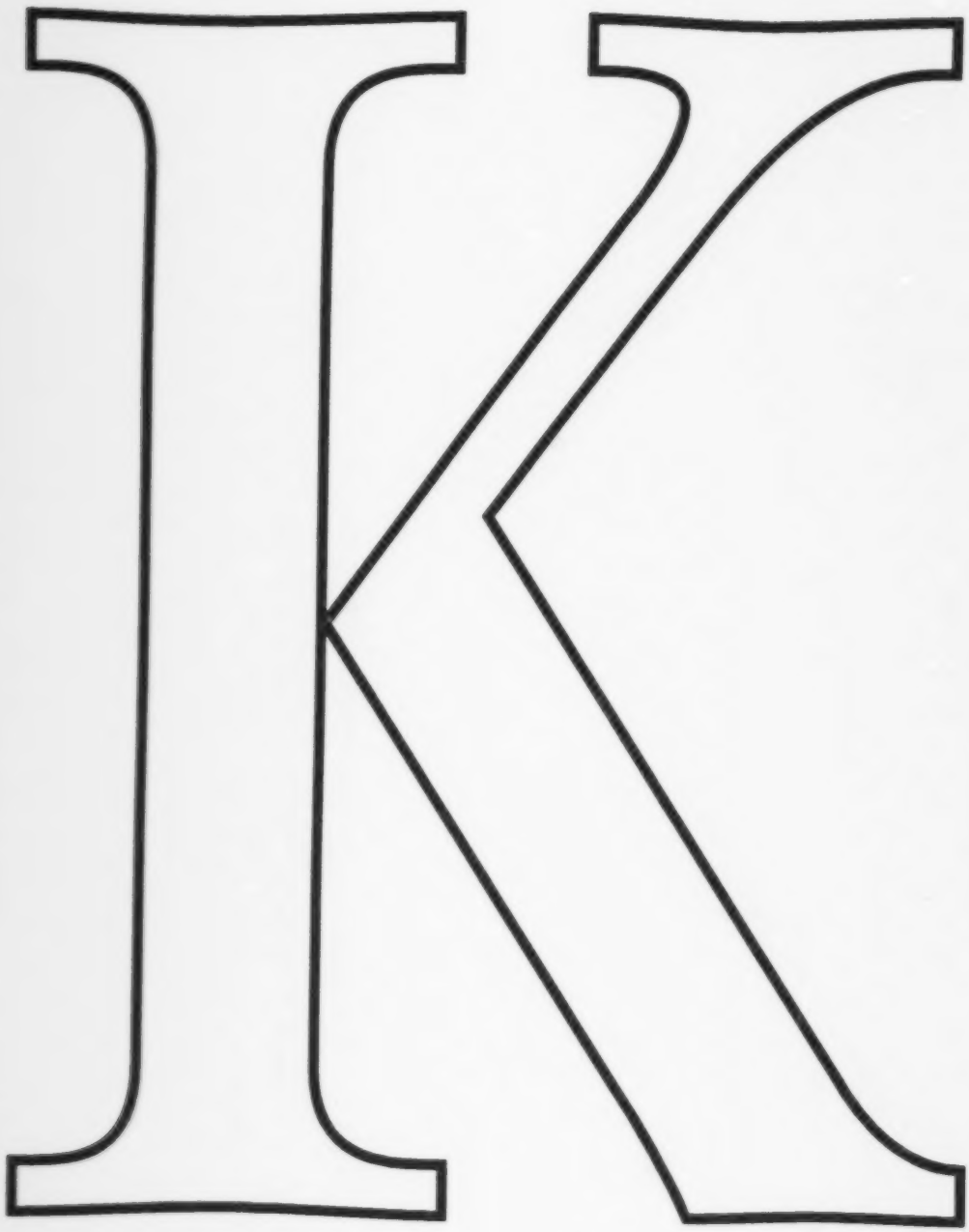
   Display round robin letter. Send it to your mayor or State Representative to show them how positive young people are about our country. Have students make a list of how they could help the homeless.

4. Contemporary of This Artist:

   Hitler

WHO WAS KATHE KOLLWITZ?

Kathe Kollwitz* was born in 1867 in Germany. Her family was very supportive of her wish to be an artist. She studied at the School for Woman Artists in Berlin. Early in her career she decided to concentrate on drawings, woodcuts, and lithographs. Therefore she is most famous as a printmaker. Her works show the hopelessness of poverty and the cruelty of war. She saw such a wide range of suffering and tragedy. Kathe's first set of prints was named "A Weaver's Rebellion" and showed poverty, death, and conspiracy. Many of her works focused on the effects of war on ordinary people. She was in the middle of many conflicts, strikes, and two World Wars. There was a generation haunted by fear and poverty. Kathe became the symbol of all mothers — she was the creator of life, the link between past and future. Her works showed that the consequences of war were starving mothers and frightened children. She left some sculptures as part of her artistic legacy and over 100 self portraits. She used these pictures as a chronicle of her life: from a comfortable middle class home life with a large supportive family to a young artist and wife with two sons to a sorrowful mother who had lost one son in World War I to a dedicated printmaker and sculptor who showed the cruel plight of the people and lastly, an artist that Hitler forbid to practice her "degenerate art".



Kathe Kollwitz* was born in 1867 in Prussia which is now part of Germany. She was tutored at home and later went to the Berlin Academy for Women Artists. Her art work shows the way poor people lived and worked. She did a series of woodcuts and lithographs on the cruelty of war. Her prints are powerful black and white images of mothers trying to shield their children from the horrors of civilization. Kathe also worked as a sculptor and used the same themes.

Questions?

1. What are woodcuts?

2. What are lithographs?

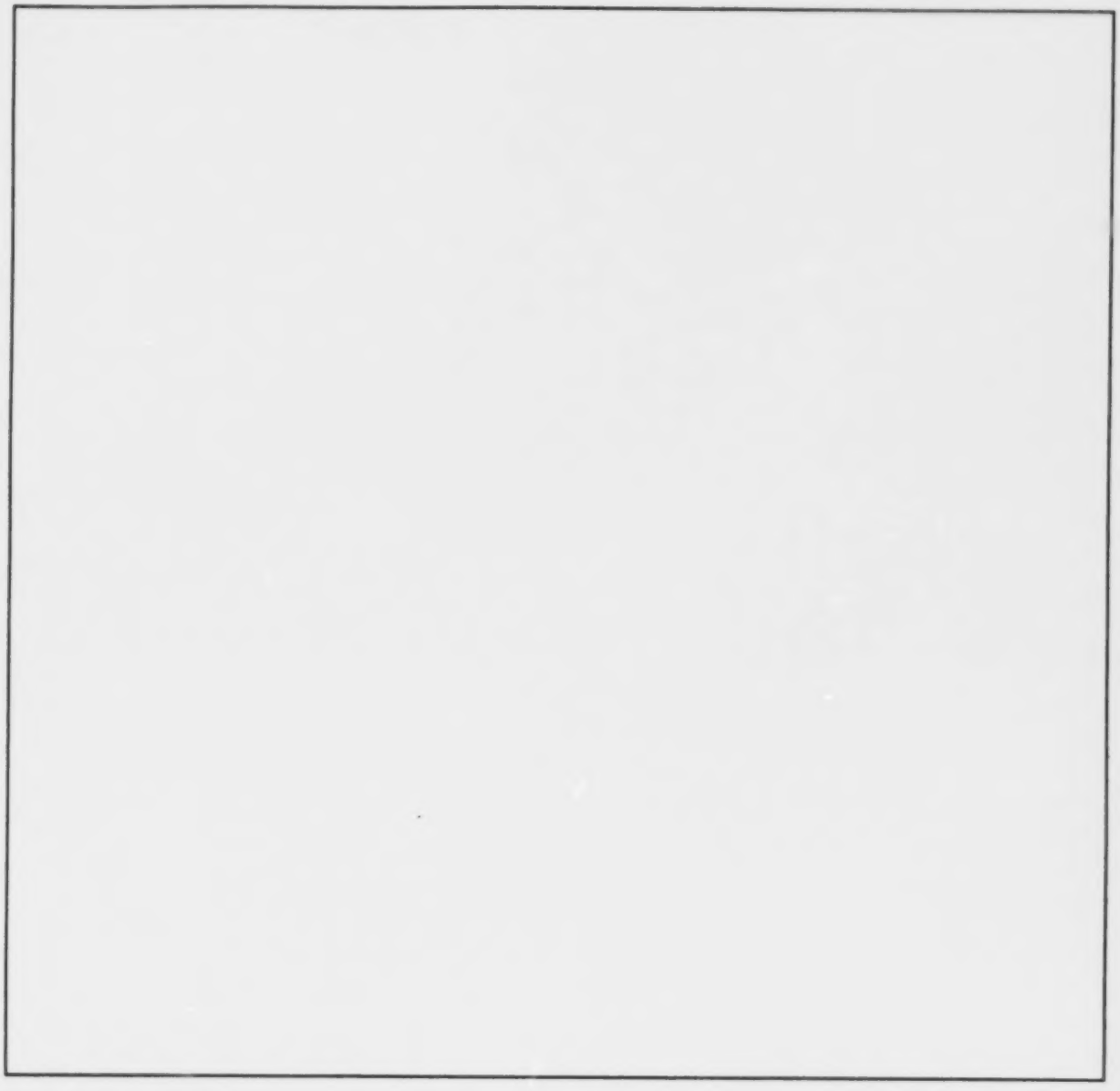
3. What are some horrors of civilization?

◆COWL VITS

In the frame draw a portrait of one of your friends.

Check these features:

shape: oval, round, square
forehead
eyebrows
eyes — eyelashes
nose
cheeks
mouth
neck
hair
dimples, scars, freckles, blemishes



Leyster

TEACHER DIRECTIONS FOR USING

LEYSTER: "L" figure is a detail from"Merry Company".

1. Suggested media for use with Grades 3, 4, 5 & 6: and directions for students:

   Page 54: In the letter L draw some musical instruments that you are familar with. Draw them large so that you can paint them with tempera paint.

   Page 56: Here is Judith Leyster's monogram. Think about your name or initials. Doodle, sketch, or paint your monogram or personal symbol.

2. Arts Integration:

   Integrate this lesson with music. Discuss different types of music. Have students bring in tapes of a variety of types: classical, jazz, rock and roll, hard rock, etc. Play the tapes while they are working.

3. Bulletin Board Ideas:

   Have students bring in pictures from magazines, newspapers, record covers, etc. and make a display with these musical pictures. They could be of musical instruments, groups, singers, or whatever interests the students. What about including a picture of their music teacher?

4. Contemporaries of This Artist:

   Frans Hal, Jan Miensel Molenaer, painters form the rich tradition of Dutch Masters.

WHO WAS JUDITH LEYSTER?

Judith Leyster♦ was born in 1609 in Holland. Her father was not an artist and it was unusual that she was allowed to study to become one at this time. She was an apprentice to the artist Frans de Grebber who had a daughter, Maria, about Judith's age. She was in his workshop for five years from the age of eleven to sixteen years old. Early artworks show that she was a willing pupil. Judith became the only female member of the painters guild. She joined so that she could sell her work on the "open air" markets and take in pupils. Her self-portrait shows her to be a pretty and self confident artist. Other pictures show scenes from everyday life and her people wear typical clothes from that time period. She did not paint historical or classical scenes. Her brushstrokes are very bold and strong. The colors are vivid, bright, and intense. She was one of Holland's most famous painters during her lifetime. Then she was lost in history form her death in 1660 until 1893. Why? She was confused with Frans Hal. Her paintings were mistaken for his because she had worked in his workshop. They were contemporaries. When restorers cleaned some paintings that were attributed to Hals they found Leyster's monogram and were mystified. A researcher and art historian from Holland Cornelis de Groot published the first article about her in 1893. He had resurrected her name out of history when he was researching her husband, the Dutch painter Jan Miense Molenaer. Judith Leyster was overlooked for two centuries. Now scholars and the public are fascinated by her work. She was the only female artist in a group of about thirty master painters in the city of Haarlem, Holland. Art history can no longer be written without her. We should celebrate that she has been found.

♦LIE STIR

Judith Leyster◆ was born in 1609 in Holland. Her father was not an artist so it was unusual that she was interested in that occupation. Judith was apprenticed to a painter that had a daughter about her age. She worked from the age of eleven to sixteen years. It was hard work: cleaning the studio and the artist's tools; getting all the supplies ready and then drawing and painting whenever she had time. After this training she was asked to join a painters guild. They allowed her to become a member after much discussion because she was the first woman to be accepted in it. Judith was lost in history for 200 years. She was discovered by someone noticing her monogram when a picture was cleaned. We will be hearing more about this Dutch Master.

Questions?

1. What is an apprentice?

_____

_____

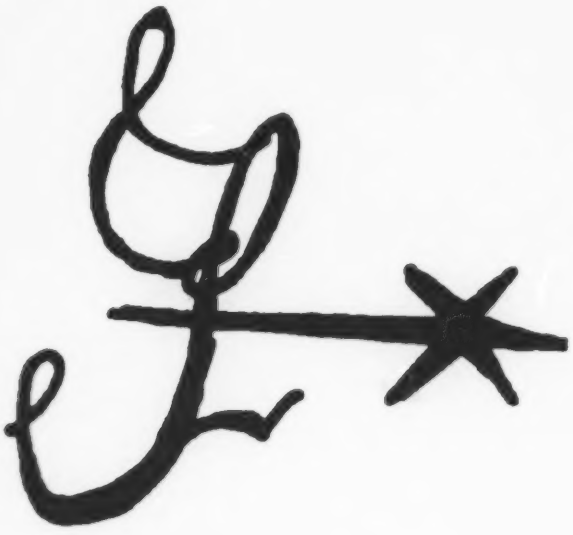
2. What is a guild?

_____

_____

◆LIE STIR

Draw your own monogram or personal symbol in the box below.



Morisot

TEACHER DIRECTIONS FOR USING

MORISOT: "M" figure is a detail from "The Cradle".

1. Suggested media for use with Grades 3, 4, 5 & 6: and directions for students:

   Page 59: In the letter M draw activities that you enjoy doing during a season of the year. Choose your favorite season.

   Page 60: Draw yourself and a friend in the boat. Color both of these pictures with craypas (oil crayons). Use white over your other colors to give a shimmering effect.

2. Arts Integration:

   Integrate this lesson with Physical Education/ Health by writing down a list of games that are played in your favorite season.

3. Bulletin Board Ideas:

   Display lists and pictures of seasonal activities.

4. Contemporaries of This Artist:

   The artists of the Impressionism Group plus Corot and Manet.

WHO WAS BERTHE MORISOT?

Berthe Morisot◆ was born in 1841 in France. She was the daughter of a wealthy politician and had two sisters. All three girls took private art lessons. Everyone soon realized that Berthe had an extraordinary amount of talent. She soon surpassed her tutor and began to take summer art lessons from the artist, Camille Corot. He was one of the first of the plein air painters. This means that he thought it was important to paint outdoors and not in the studiio copying plaster casts of heads, arms, hands, etc. Berthe became a landscape painter because of his instruction and she was perfect at this type of painting. She began to do drawings of her friends and relatives because her family convinced her that landscape painting was "masculine". She began to form friendships with the group of painters named the Impressionists. She exhibited in all their art shows except one and that was the year she had a baby. Berthe had a strong friendship with Edouard Manet and married his brother Eugene. At the beginning of the Impressionism era, she was the most successful painter commercially because her subject matter had a greater appeal to the general public. She had her first one woman show in Paris in 1892. Her works had shimmering effects of white on white with black lines and patches of other colors. Berthe Morisot has her paintings exhibited in the major museums of the world.

◆MORE 1 SO

Berthe Morisot* was born in 1841 in France. She was given art lessons by private tutors and the artist, Camille Corot. Her parents encouraged her art career. She became a member of the Impressionists painters. Her paintings sold quickly and she was successful earning a living as an artist. That was very rare in those days. Her paintings are in major museums and she is one of a few well known female artists.

Questions?

1. Who were the Impressionists?

_____

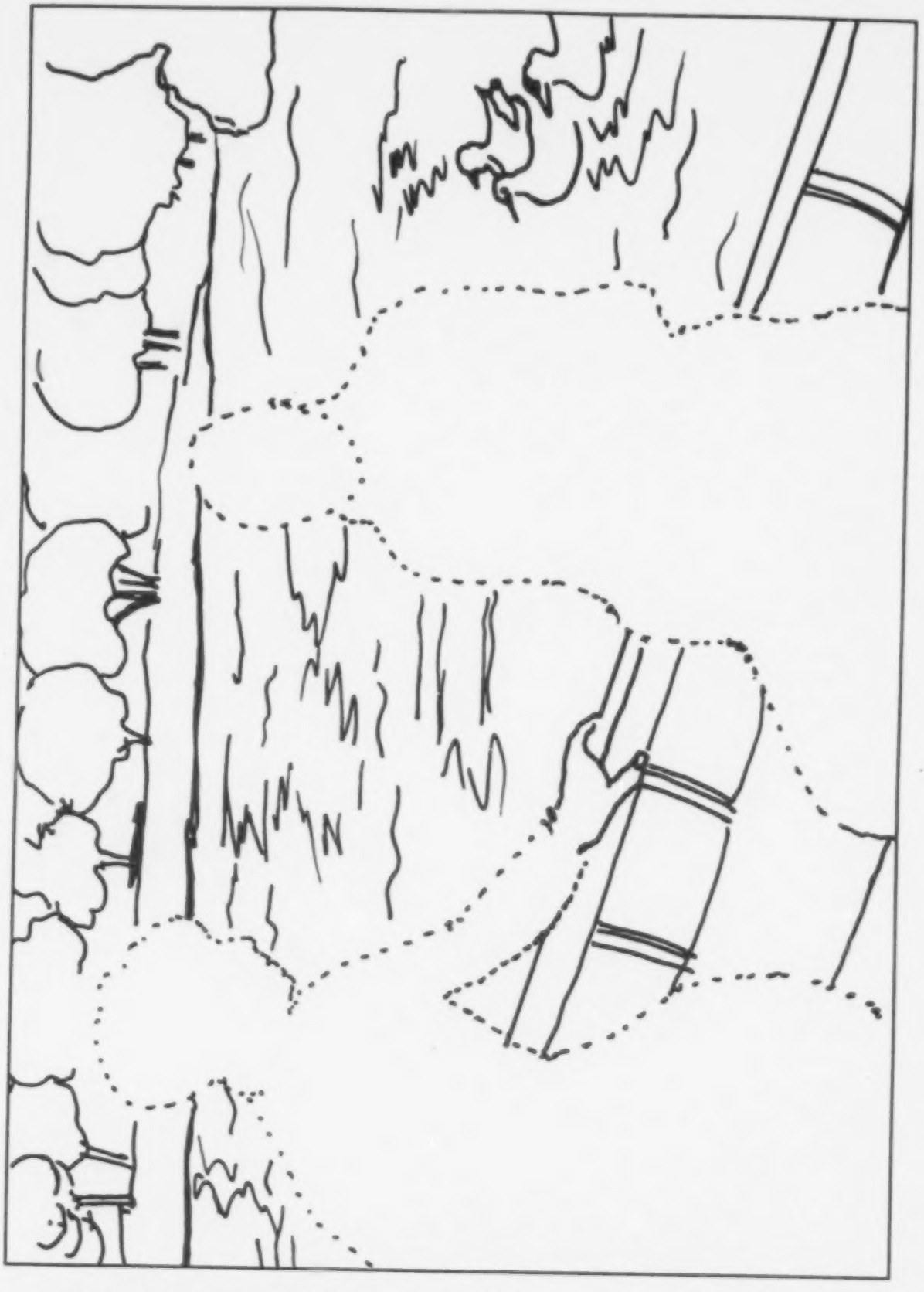
_____

2. What kind of art did they do?

_____

_____

◆MORE I SO



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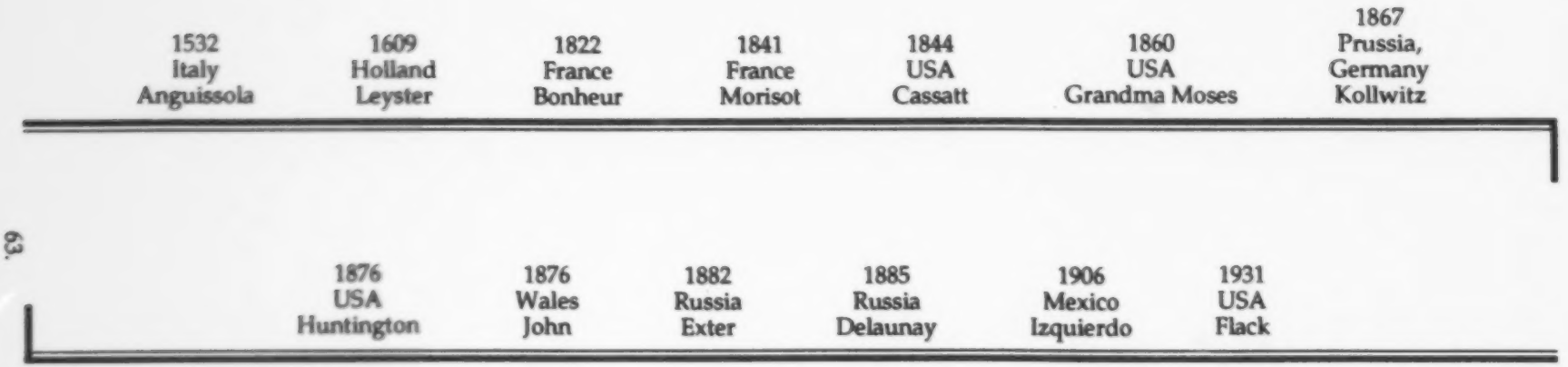
Art Integration with Other Subject Areas

Anguissola	Language Arts/Paragragh
Bonheur:	Science
Cassatt:	Social Studies
Delaunay:	Math/Geometric Shapes
Exter:	Science; Ecology
Flack:	Social Studies/Cooperative Learning
Grandma Moses:	Language Arts/Letter
Huntington:	Language Arts/Research Skills
Izquierdo:	Geography
John:	Language Arts; Poetry; Music
Kollwitz:	Social Studies
Leyster:	Music
Morisot:	Physical Education

APPENDIX B

Time and Birthplace Line



APPENDIX C

Artist Test

Name: _____

Directions: Fill in the blanks with the artist's name.

Anguissola	Exter	Izquierdo
Bonheur	Flack	John
Cassatt	Grandma Moses	Kollwitz
Delaunay	Huntington	Leyster
		Morisot

1. _____ was lost in history for 200 years.
2. _____ worked and lived on farms.
3. _____ kept a number of animals in her home.
4. _____ was the only American asked to join the Impressionists.
5. _____ had a brother who was also a painter.
6. _____ lived in Mexico during Frida Kahlo's lifetime.
7. _____ was the eldest in a family of talented women.
8. _____ painted in a Cubism style with Picasso and Braque.
9. _____ is the only living artist that we have studied.
10. _____ was known for her animal sculptures.
11. _____ used memories of poor people in her work.
12. _____ designed a car to match a coat design.
13. _____ used shimmering white paint on white backgrounds in her Impressionistic works.

APPENDIX D

Answers to Artist Test

1. Leyster
2. Grandma Moses
3. Bonheur
4. Cassatt
5. John
6. Izquierdo
7. Anguissola
8. Exter
9. Flack
10. Huntington
11. Kollwitz
12. Delaunay
13. Morisot

APPENDIX E

Dear Parents,

I hope that you enjoy looking at this Womens Art History Activity Book with your child. You will learn:

A= Anguissola and her five sisters were very talented artists in Italy. She knew Michelangelo.

B= Bonheur was an "Animal Artist". She knew Buffalo Bill Cody.

C= Cassatt became famous for her paintings of women and children. She was a friend of the painter, Degas.

D=Delaunay painted geometric designs on canvas and clothes. Her husband was Robert Delaunay who was also an artist.

E=Exter lived and worked in Russia and Paris. She taught students in both countries. She knew Picasso and Braque.

F= Flack is a living, breathing artist. She has changed her style many times.

G= Grandma Moses is an American icon.

H= Huntington was a sculptor that produced more pieces than any other woman sculptor. She specialized in large animal sculptures.

I= Izquierdo was a contemporary of another Mexican woman artist, Frida Kahlo.

J= John painted her environment and her pets.

K= Kollwitz became the symbol of motherhood because of her many prints and sculptures.

L= Leyster was lost in history for 200 years. How she was discovered is an interesting story.

M=Morisot participated in every Impressionism Art Exhibit except one.

Sincerely,

APPENDIX F

Answer Key to Biography Questions

Anguissola: Page 5

1. What is a portrait?
   A picture (painting) of a person that shows the face.
2. What is a guild?
   An association of merchants and craftsmen.

Bonheur: Page 10

1. Have you ever won an award? Tell about it.
   (Student response and discussion.)
2. Who was Buffalo Bill Cody?
   American Scout, Indian fighter, and showman.

Cassatt: Page 14

1. What would you study in a Fine Arts Academy?
   Design, drawing, painting in different types of material, weaving and textiles, clay techniques, and sculpture.
2. Who were the Impressionists?
   A group of painters in French Art History around 1870.
3. What kind of art work did they do?
   They used dabs or strokes of primary colors in order to simulate reflected light on their paintings.

Delaunay: Page 18

1. How so you think Sonia felt when her parents left her with her aunt and uncle?
   (Student response and discussion.)
2. What is your favorite kind of art work?
   (Student response and discussion.)

Exter: Page 23

1. Explain Cubism?
   It is a type of Modern Art that uses cubes and other geometric shapes in art works.
2. Why do we know about the artists Picasso and Braque but not Exter?
   There are several reasons for this non-recognition of Exter: 1.) Picasso was a very strong personality and did not like to share praise with another artist, let alone a woman; 2.) Exter was constantly traveling between Paris and Moscow; 3.) She was busy with her students; 4.) She was ill and very poor at the end of her life. She received "care" packages from her friends in New York.

Flack: Page 28

1. What museums have you visited?
   (Student response and discussion.)
2. If you met Aubrey Flack, what would you ask her?
   (Student response and discussion.)

Grandma Moses: Page 32

1. What kind of work do farm workers do?
   Take care of the animals, plant and harvest crops, get machinery ready and keep it in good condition etc.
2. What is embroidery?
   The art or process of forming decorative designs or pictures with hand or machine needlework
3. What is Arthritis?
   An inflammation of joints due to a variety of causes.

Huntington: Page 37

1. Tell about a sculpture piece that you have seen.
   (Student response and discussion.)
2. What animal sculptures would you put in a sculpture garden?
   (Student response and discussion.)

Izquierdo: Page 41

1. What is a legacy?
   Something received from the past.
2. Compare your childhood and Maria's. Tell the differences.
   (Student response and discussion.)

John: Page 46

1. What are "Finishing Schools"?
   A private school for girls that emphasizes cultural studies and prepares students for social activities.
2. What kind of pet do you have?
   (Student response and discussion.)
3. What kind of pet would you like?
   (Student response and discussion.)

Kollwitz: Page 50

1. What are wood cuts?
   A wooden block with a picture or design that has been cut into it with a special tool.
2. What are lithographs?
   The prints that are taken from the process of printing from a stone or metal surface.
3. What are some horrors of civilization?
   War, hunger, homelessness, poverty, illness.

Leyster: Page 55

1. What is an apprentice?
   One who is learning by practical experience under a skilled worker.
2. What is a guild?
   An association of merchants and craftsmen.

Morisot: Page 61

1. Who were the Impressionists?
   Monet, Renior, Cassatt, Degas, Cezanne and many other painters at sometime in their career. The time frame was around 1870.
2. What kind of art did they do?
   Landscapes, portraits, still life, interiors of rooms. Many different places caught their attention.

APPENDIX G

Resources for Information about Women Artists

Catalog of the National Museum of Women in the Arts.
New York: Abrams, 1987.

The Obstacle Race by Germaine Greer.
Farrar, Straus, Giroux: New York, 1979.

Portraits for Classroom Bulletin Boards: Women Artists.
Dale Seymour Publications, 1990.

Sofonisba Anguissola by Ilya Sandra Perlingieri.
New York: Rizzile, 1992.

Rosa Bonheur by Robyn Montana Turner.
Little, Brown and Co., Boston: 1992

Sonia Delaunay by Axil Madsen.
McGraw-Hill Publishing Co., New York: 1989

Judith Leyster by James A. Welu and Pieter Biesboer
Catalog from Worcester Art Museum

Rizzoli Art Series

School Arts Magazine

Arts and Activities Magazines

Scholastic Art Publications

Smithsonian Magazine

Instructor Magazine

Women Artist Calenders

Postcards

Volume 2

Women Artists

Francita Agostino, MFA
Martyna Ryder Bellessis, Ed.D.

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ABC WOMEN ARTISTS

Volume 2

An activity / workbook concept that uses drawings done in the style of great women artists in order to promote a knowledge of womens' art history through a variety of educational experiences.

Written, Copyrighted, Produced, and Directed by

Francita Agostino, MFA
Martyna Ryder Bellessis, ED.D.

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ABC WOMEN ARTISTS

The artists who have played prominent roles in the development of art history have primarily been male artists. Consequently, the first ABC Artist Alphabet that we coauthored contained all male artists with the exception of the letter "O" for Georgia O'Keeffe.

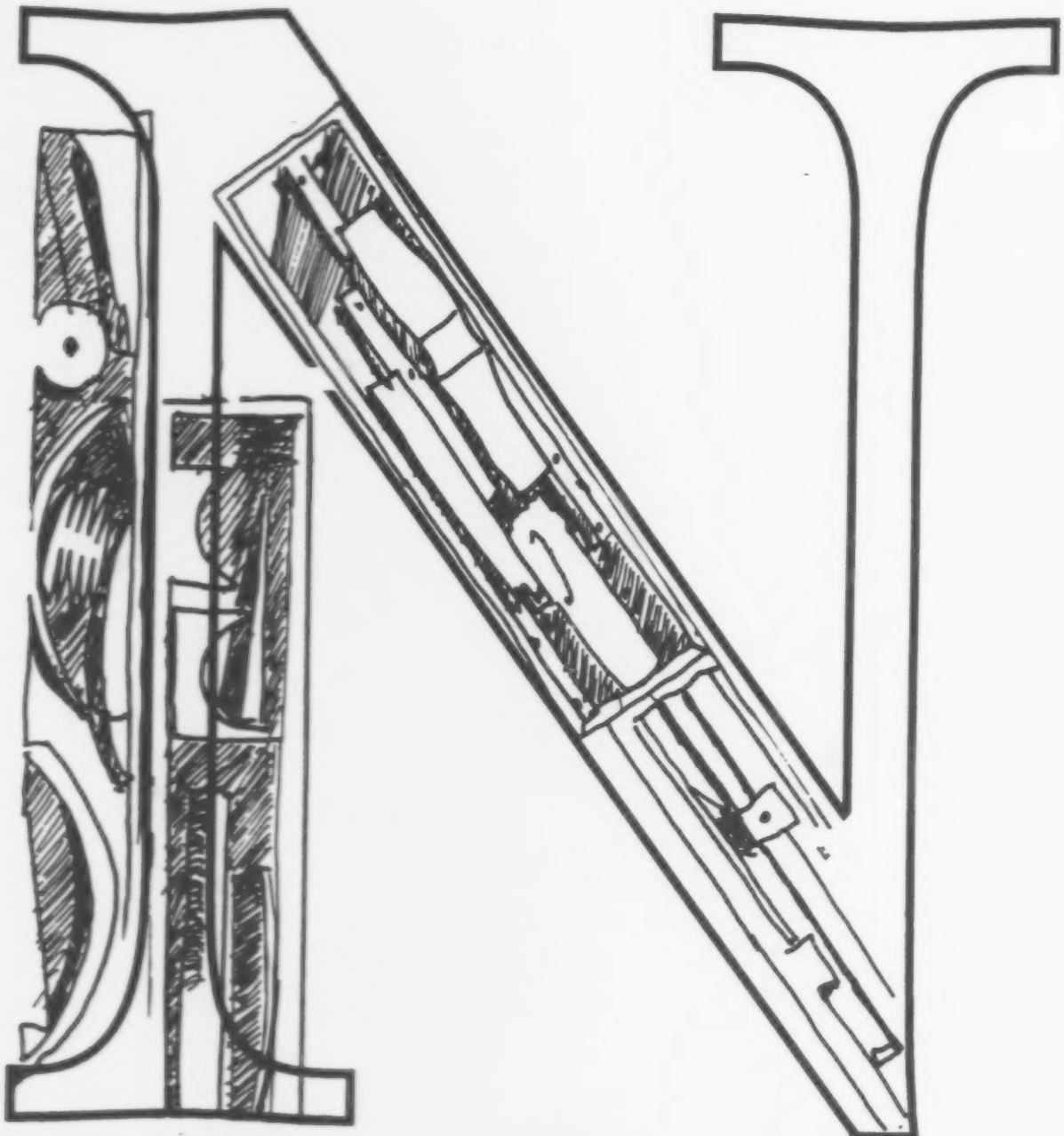
As we taught the artists beginning with the letter "A", many in our classes began to question the lack of female artists. It wasn't until mid-alphabet that we could provide them with a female example. With the current interest in sexual equality, not only in the market place but also in education, we knew a Womens' Artist Alphabet was in demand.

Many of our women were buried so deeply in history that we became "art detectives" in order to locate them. They were often overshadowed by male family members, also artists, or by their teachers and workshops in which they worked. However, one aspect became apparent as these women were found: all had interesting lives and all were strong willed individuals.

For example, in looking for an "A" artist, Sofonisba Anguissola, we found she had five sisters, all of whom were educated artists. Had this been a family of five brothers, their significance would have been readily apparent as in the Bruegel dynasty in Amsterdam.

The format for this activity book differs slightly from our previous ABC Artists. We have provided the teacher with a more complete background of the artists biography before beginning the lesson. We hope you will find this helpful and that your students will enjoy learning of womens' contributions to the history of art. We wish you every success and hope you enjoy this discovery as much as we did preparing it for you.

Francita Agostino Martyna R. Bellessis



Nevelson

TEACHER DIRECTIONS FOR USING

WHO IS LOUISE NEVELSON?

Louise Nevelson was born in 1899 in Russia but emigrated to the United States when she was six. The family settled in Rockland, Maine where her father purchased some woodland and opened a lumberyard. She attended public schools in Rockland and married a shipowner when she was only twenty years old. Two years later she had her only child, Myron (Mike), who would also become a sculptor when he was an adult.

Louise was a woman who never stopped educating herself. She attended the Art Students League in New York and traveled to Germany to learn drawing techniques from the artist, Hans Hofmann. Staying in France she sketched the works of the great masters in the Louvre. When she returned home she met the Mexican muralist painter, Diego Rivera, became his assistant and worked on his series of twenty-one fresco murals titled "Portrait of America".

Louise also studied printmaking and made several sets of etchings. She made sculptures from terra cotta (clay), marble, aluminum, steel, and plastic. However, she is probably most famous for her scrap wood pieces called assemblages. At first, she painted them black but later used white and gold. They had creative titles and a touch of whimsy. It is not difficult to understand why she became involved with scraps of wood that had unique shapes when you remember that her father owned a lumberyard when she was young.

NEVELSON: "N" figure is a detail from Tropical Garden II.

1. Suggested Media and student directions for grades 3 and 4.

   Page 3: In the blank "N" draw some shapes: ovals, rectangles, circles, half circles, etc. to fill the space. Use thin black markers and color in your spaces.
   Page 5: Fill in the blank spaces of the shapes with items that you cut out of black construction paper. Give your work a creative title.

   Suggested media for grades 5 and 6:

   Page 3: In the blank "N" draw a configuration of different shapes. Color them with black markers.
   Page 5: Study the shapes of this page. Collect scrap wood shapes to share. Construct your own sculptures. Spray paint outdoors.

2. Arts Integration:
   Integrate this lesson with math. Discuss how to find circumference and other math formulas.

3. Bulletin Board Ideas:
   Display geometric shapes and students' compositions using the same shapes

4. Contemporaries of This Artist:
   Hans Hofman and Diego Rivera.

Louise Nevelson was born in 1899 in Russia. Her family came to the United States when she was 6 years old. They settled in Maine and she attended elementary and high school there. Louise studied all types of art. She was an excellent student in her drawing classes. She worked as an assistant on a series of murals in New York City. She became famous making sculptures. Louise worked with many different materials: plastic, aluminum, steel, concrete and wood. Her sculptures of wood scraps were unique. She saved many sizes of wood pieces and put them together in interesting ways and gave them creative titles.

Questions:

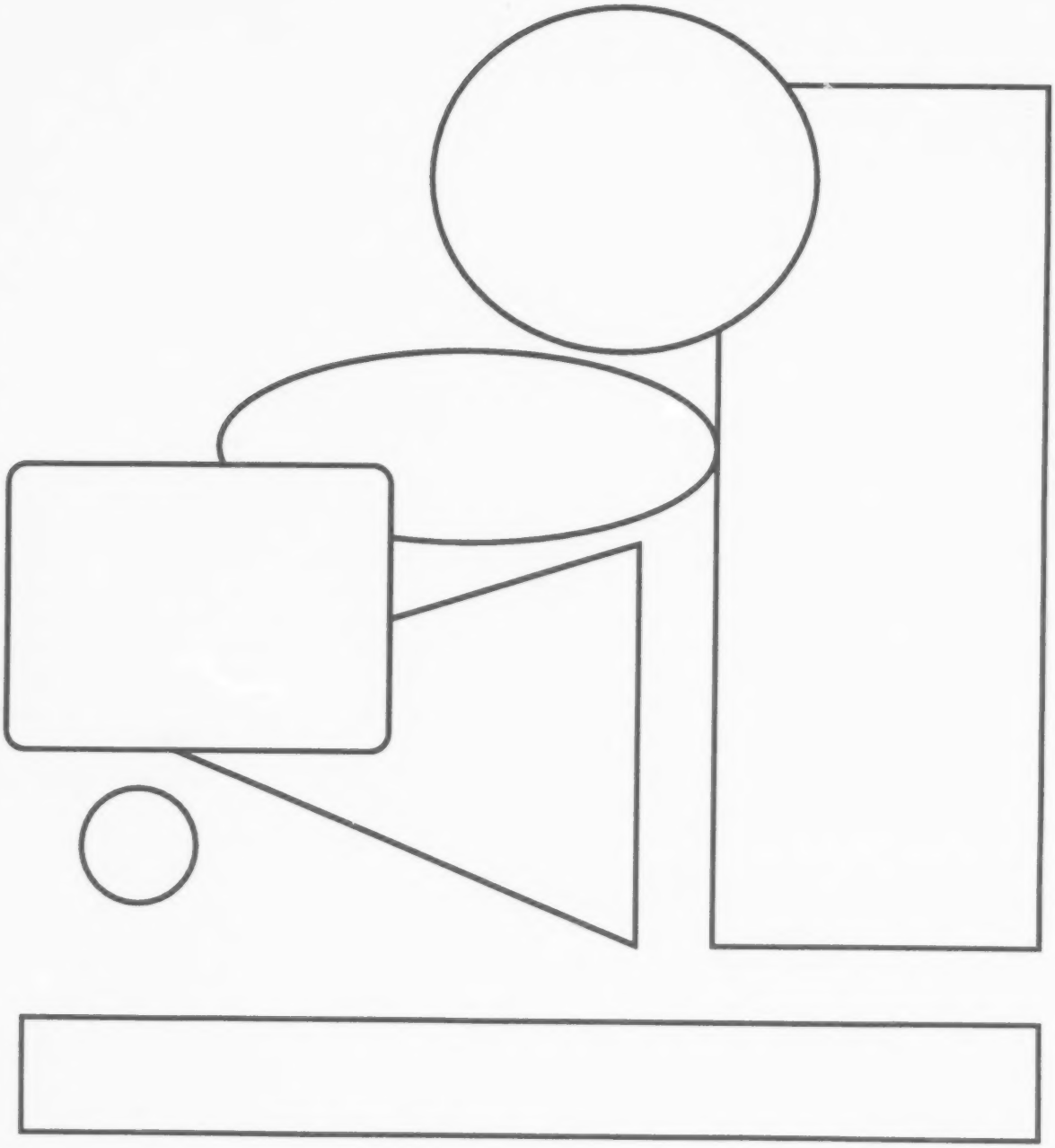
1. What are murals?

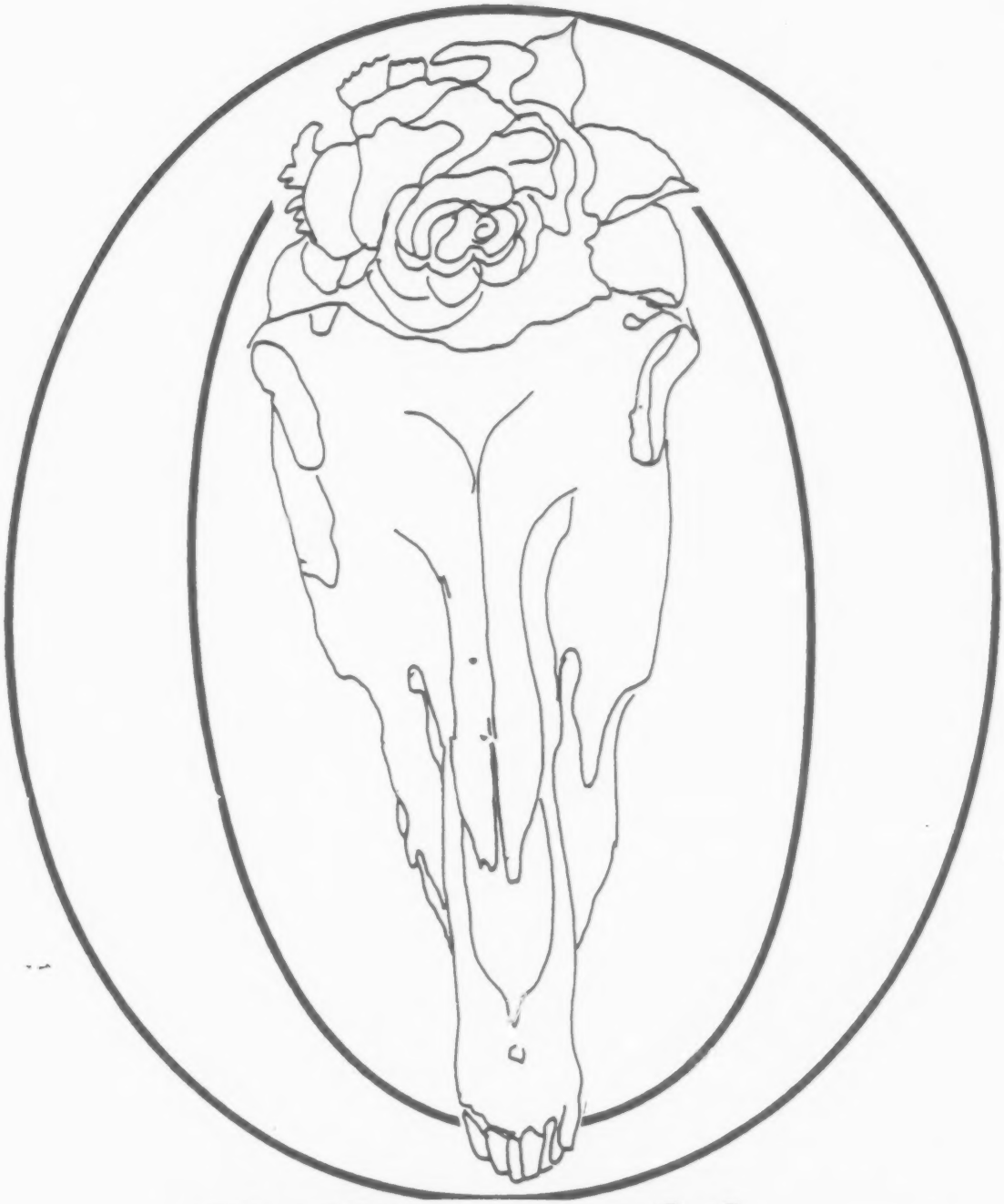
_____

_____

2. What is a sculpture?_____

_____





O'Keeffe

TEACHER DIRECTIONS FOR USING

WHO WAS GEORGIA O'KEEFFE ?

Georgia O'Keeffe was born in 1887 in Wisconsin. Her parents were dairy farmers and she went to elementary school in rural Sun Prairie. She has often been quoted as saying that "She knew that she wanted to be an artist when she was only 10 years old". Georgia went to high school at a convent school in Madison. Then she took classes at the Art Institute in Chicago and the Art Students' League in New York City. Georgia's first job was as a commercial artist. That career lasted two years. Afterwards she went to Western Texas and taught for 4 years. She loved the clean, austere Texas landscape.

A friend of hers showed some of her paintings to an art dealer, Alfred Stieglitz, in New York City and he exhibited them. Georgia learned about the exhibit and she was very upset because she had given no one permission to exhibit her work. However when she finally met this master photographer she found that he was a great admirer of her work. In time he became her mentor and later, in 1924, her husband.

Georgia divided her time between New York City and her studio in Taos, New Mexico. The scenery was so different in each place and her paintings reflected each aspect of these differences. Georgia's main themes were the rhythm of nature, the mountains and clouds in relationships to bones and skulls found in the desert. She also painted skyscrapers and large flowers. When her husband died in 1949 Georgia relocated to New Mexico and worked there until her death at age 99 in 1986.

O'KEEFFE: Skull with Calico Roses.

1. Suggested Media for use with Grades 3 and 4 and directions for students:

   Page 10: "Red Poppy" is an outline drawing of one of O'KEEFFE'S large flower paintings. Paint or color using any medium.
   Page 11: Students' choice.

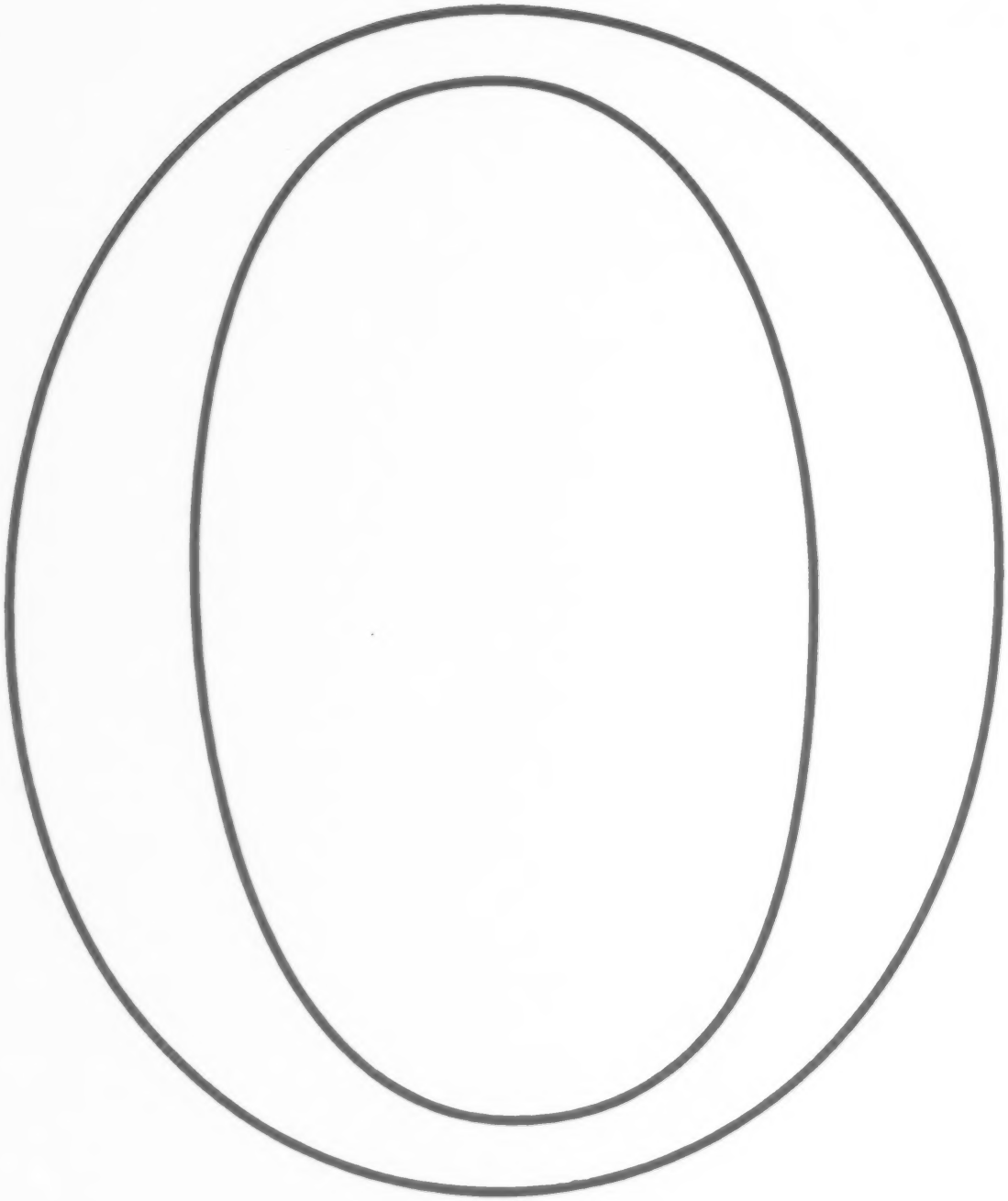
   Suggested Media and student directions for grades 5 and 6:

   Page 10: "Red Poppy" can be used as a pattern for stitchery.
   Page 11: Students' choice.

2. Arts Integration:
   Integrate this lesson with geography by pin-pointing on a United States map all the states that would contain a desert. Discuss desert conditions, climate, topography, etc.

3. Bulletin Board Ideas:
   Display pictures of giant flowers.

4. Contemporaries of This Artist:
   Alfred Stieglitz, Pablo Picasso



Georgia O'Keeffe was born in the United States in 1887. Her early years were spent on a farm in Wisconsin. She began her art career teaching high school in West Texas. The southwestern landscape with its dry, open, colorful scenes excited her. O'Keeffe said that the rocks and mountains had fantastic shapes. She was a pioneer in Modern American Art. She painted extraordinary views whether it was of a flower, a skull, or a skyscraper. O'Keeffe eliminated details and scarcely suggested textures. She simplified, magnified and painted clear precise edges. She spent her adult years living in New York and in New Mexico. When her husband died, she returned to her home in New Mexico and continued to paint her beloved southwest.

Questions:

1.What is a landscape?

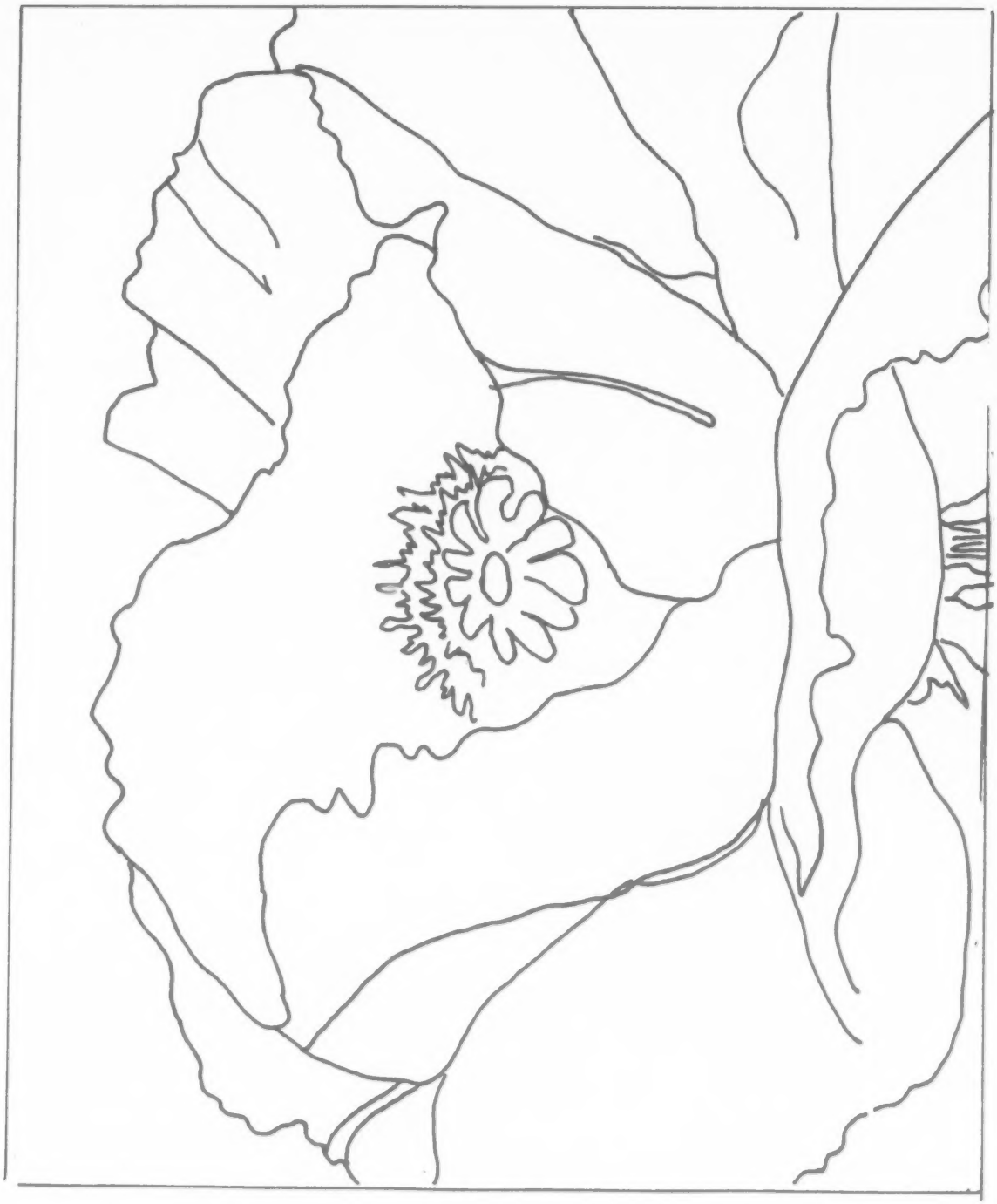
_____

_____

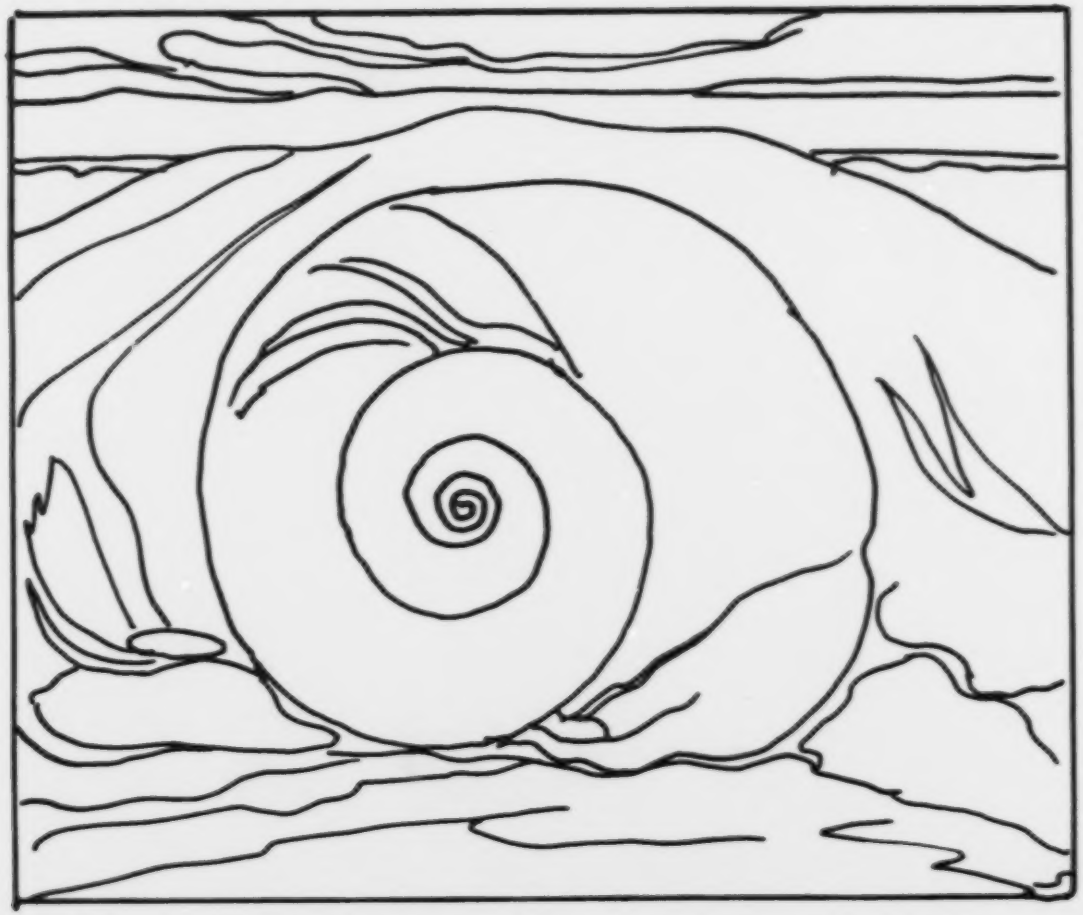
2. Why is this artist unique?

_____

_____



Here is another picture by Georgia O'Keeffe called "Red Hill and White Shell. Color it like you think it should look.



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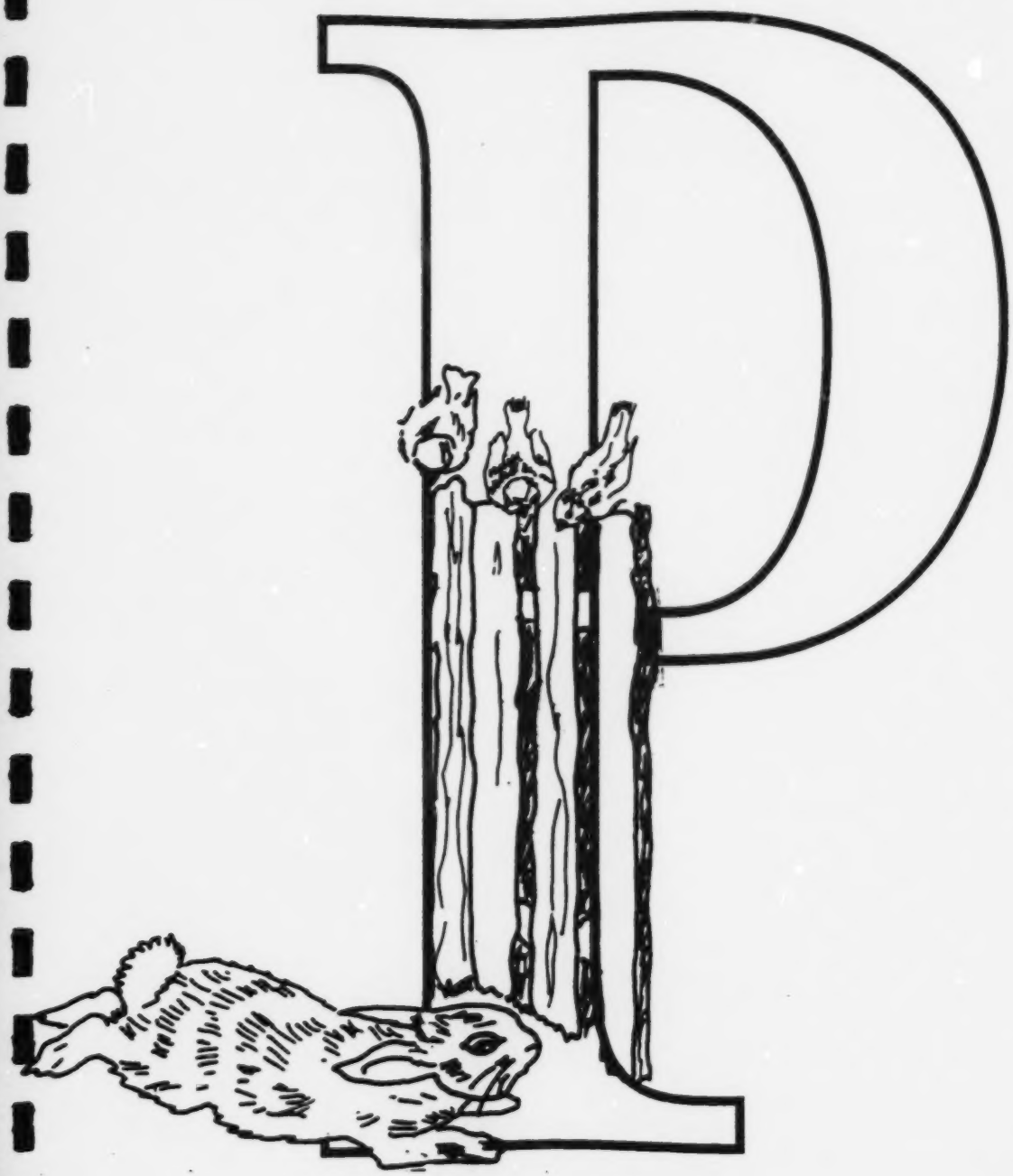


Potter

TEACHER DIRECTIONS FOR USING

WHO WAS BEATRIX POTTER?

Beatrix Potter was born in 1888 in England. She had a very unusual childhood because she was materially privileged but had no emotional involvement from her mother or her father. She had nannies and governesses as her support system.

Beatrix rarely saw her parents because her father was always at "his club" and mother was at her friends' homes for "tea". Beatrix was sequestered on the third floor in the nursery with barred windows. She turned this lonely existence into a place where she could use her imagination and creativity by creating animal stories. Once a year, in summer, the family went on holiday to the country. Beatrix took long walks and found small animals and their habitats. She brought many of the animals back to the cottage and trained them to be her models. These happy summers lasted from age 10 to 16.

Later she would finish her drawings and complete the watercolors back in her dreary London nursery. Her books started as a correspondence with one of her former governess' children. At first she could not find a publisher so she published 250 copies of "Peter Rabbit" herself. She gave some issues away and sold the rest. She self-published her second book until she found a publisher. The years 1905-1913 were her most prolific for she completed over half her 27 animal adventures and illustrated them during this period of time.

POTTER: "P" figure is a scene from Peter Rabbit.

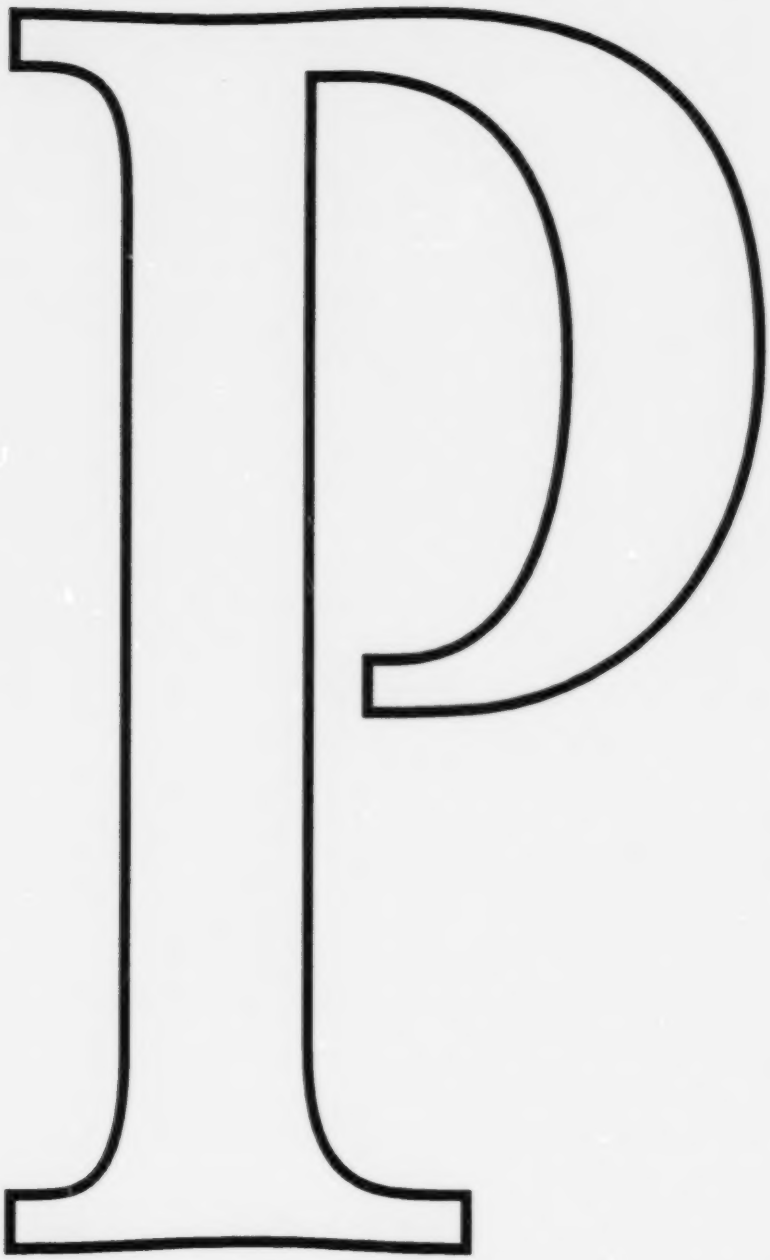
1. Suggested Media for grades 3-6 and directions for students.

   Page 14: In the blank P draw some character of your own. They can be animals or a cartoon character you want to draw. Watercolor them.
   Page 16: On this page draw a scene using your characters. Use watercolor as your media just like Beatrix Potter did.

2. Arts Integration:
   Integrate this lesson with language arts. Have the students write a short story for their characters and illustrate it. This is also an appropriate time to introduce other illustrators of children's books,

3. Bulletin Board:
   Display the characters created by the students for this lesson.

4. Contemporaries of This Artist:
   Kate Greenway, N. C. Wyeth, N. W. Denslow, Randolph Caldecott, Ernest Shepard, Howard Pyle.



Beatrix Potter was born in 1888 in England. She had an unusual childhood because her parents paid absolutely no attention to her. She was raised by governesses and maids. Beatrix used her imagination when she wrote about "Peter Rabbit" and all the other animal characters in her stories. Beatrix was one of a series of famous British illustrators.

Questions:

1. What is a governess and what duties does he/she perform?

_____

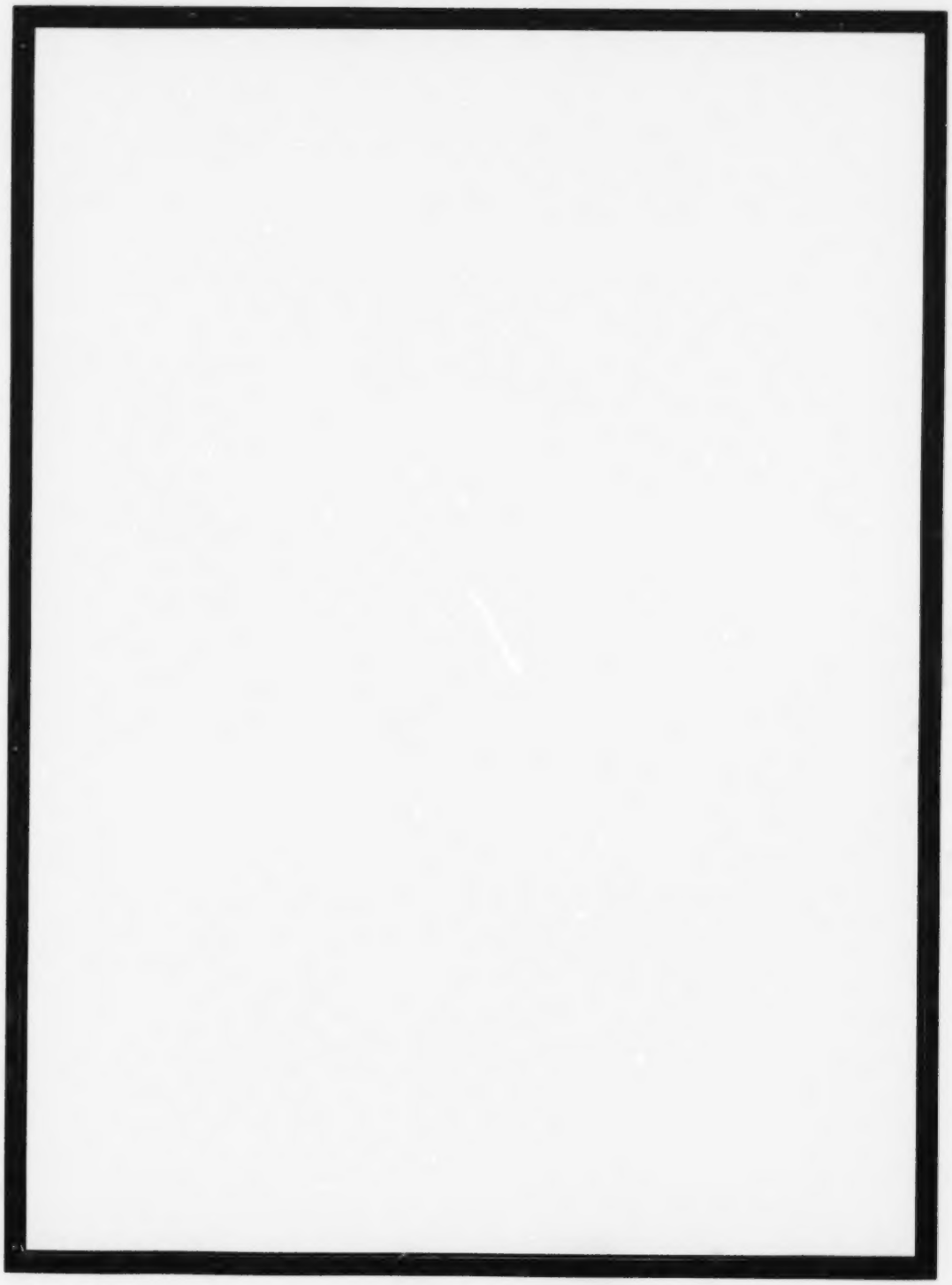
_____

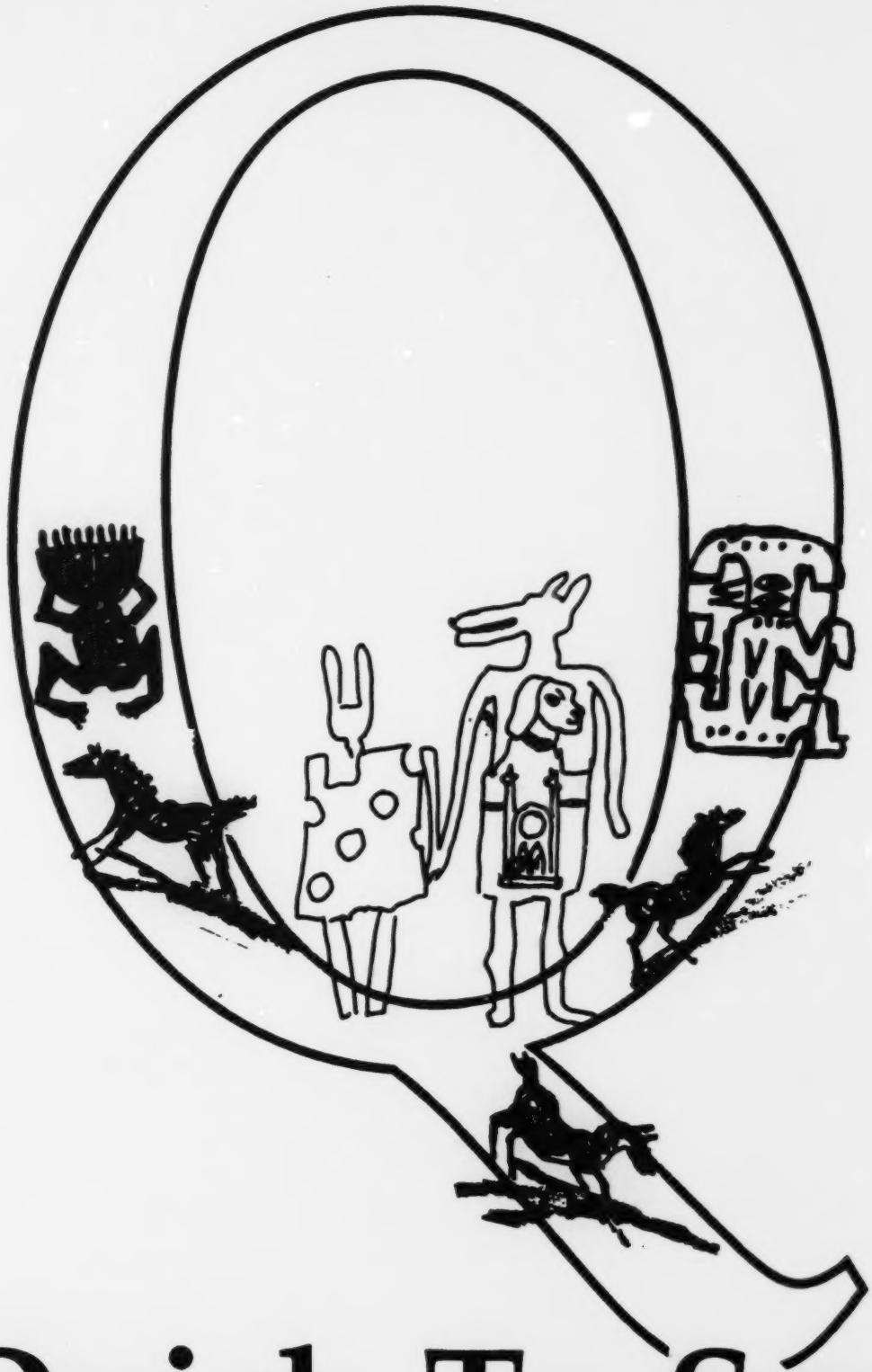
_____

2. What is an illustrator?

_____

_____





Quick-To-See

TEACHER DIRECTIONS FOR USING

WHO IS JAUNE QUICK-TO-SEE SMITH?

Jaune Quick-to-See Smith was born in 1940 on the Flathead Reservation of the Salish and Kootenai Confederacy in Montana. She is of Cree/Shoshone descent. When she was young she traveled with her father who was a horse trader. She learned how to handle horses, construct corrals, and split shingles. It was extremely hard work.

Quick-to-See attended local elementary and high schools. She was discouraged from going to college but twenty-two years later she received her master's degree in art. She had attended college while working at a number of different jobs and raising her family.

Since she was knowledgeable in the history of art and in Native American culture it was natural for her to combine these art forms in her own work. She is the "bridge between the two cultures". Much of her work contains imagery from the Northern Plains such as pictographic symbols. These are fused with ideas from Western Art. Together they offer a unique perspective. Quick-to-See uses a variety of collage materials: paints, pastels, words cut from magazines. She uses these media to express her concerns for the preservation of the environment. Her landscapes stress that we must all become aware of our environment and do all we can to protect it.

QUICK-TO-SEE: "Q" figures are details from her paintings.

1. Suggested Media for grades 3 and 4, and directions for students.

   Page 17: In the Q draw or cut from magazines symbols of objects you use daily. Make a list of everything you use from your morning toothpaste to the food you eat before you go to bed.
   Page 21: Notice Jaune Quick-to-See Smith's Native American name. Choose a Native American Name for yourself. Illustrate your name using different materials.

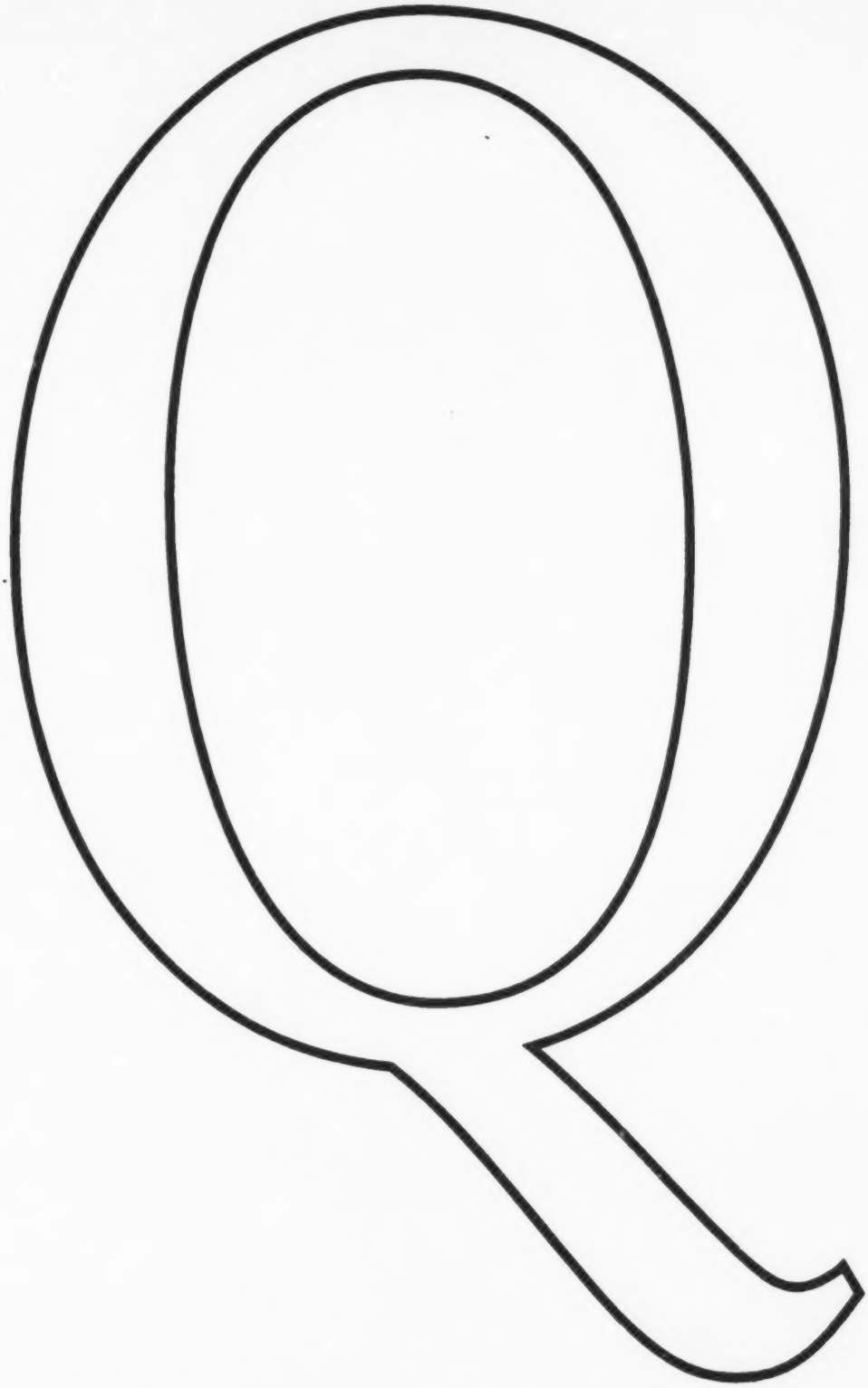
   Suggested media for grades 5 and 6, and directions for students.

   Page 17: In the Q draw or cut out universal symbols from advertisements in magazines. On a separate piece of paper sketch a landscape that is in need of clean-up; in a second sketch show how you would like it to look.

2. Arts Integration:
   Integrate this lesson with science, ecology and environmental education.

3. Bulletin Board Ideas:
   Make a list of how students can improve our environment. It could be written or done pictorially.

4. Contemporaries of this Artist:
   Faith Ringgold, Miriam Schapiro



Jaune Quick-to-See Smith was born in 1940 in Montana. She is the second living artist that you have studied and the first of Native American descent. Her French Cree, Salish and Shoshone heritage are very important to her. When she was young, her father often took her with him to horse shows and auctions because he was a horse trader. That is why she often put horses in her pictures. Quick-To-See is very concerned about our environment and asks everyone to help keep it clean and safe.

Questions:

1. What is your nationality? _____

2. Tell something about your heritage.

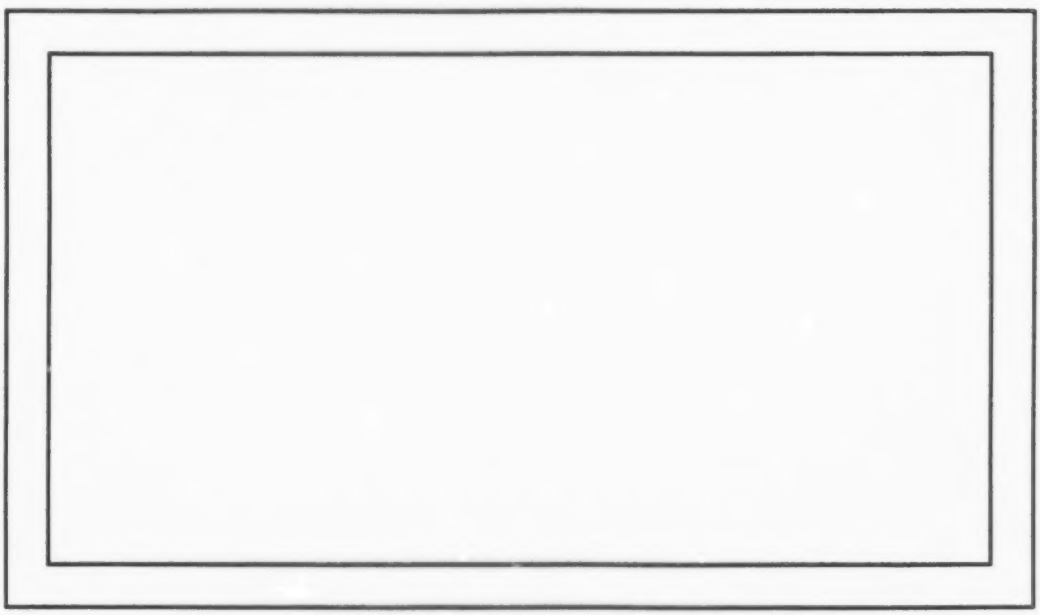
_____

_____

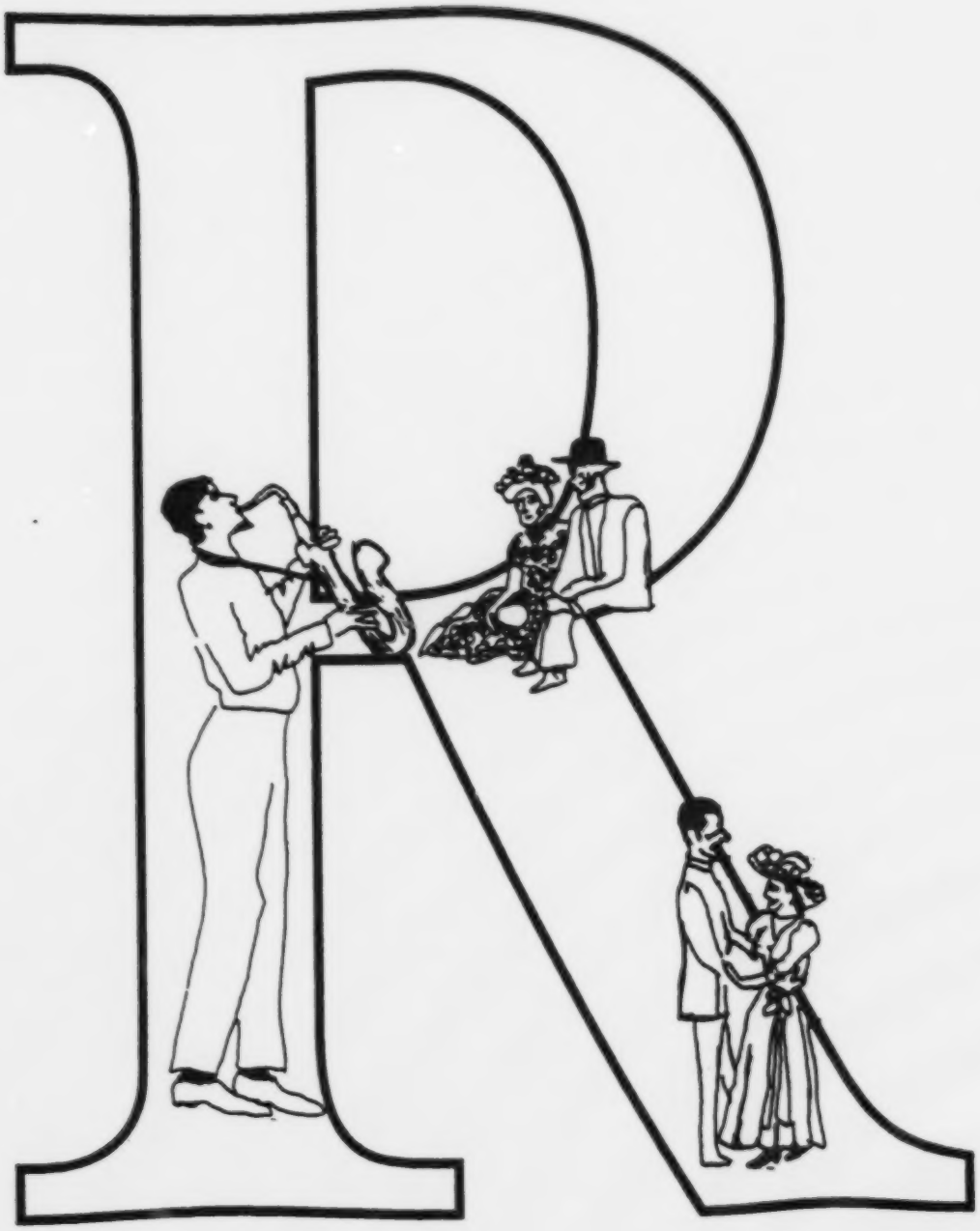
_____

Notice Jaune Quick-to-See Smith's Native American Name. Give yourself a Native-American name, using something that you are very good at doing. Write your name on the line below.

_____



In the box above, illustrate your name. Make a border around the picture using Native American symbols. Use marker, crayon or colored pencils to complete your drawing.



Ringgold

TEACHER DIRECTIONS FOR USING

WHO IS FAITH RINGGOLD?

Faith Ringgold was born in 1930 in the Harlem section of New York City. As a youngster she developed asthma and was sickly, often being pampered and spoiled. She spent her early years drawing and watercoloring in her bed using this time to dream.

Faith was taught at home by her mother while the teachers sent lessons home. When she went to high school she found that she enjoyed art classes. Later in life she decided to become a teacher which was a profession common to her family and came naturally to her. "Abstract Expression" was in vogue when Faith began her career but she found no appeal in that type of art. She toured Europe's museums and appreciated their masterpieces but they seemed foreign to her as an African-American artist.

She experimented with a variety of techniques and materials until she found quilting most appealing. Today she works on story quilts showing African-American historical figures and their stories. Sometimes she uses a painterly theme from such artists as Vincent VanGogh and his sunflowers. Faith has researched African designs and uses them for the borders on her narrative quilts. Their universal messages appeal to a wide range of people.

RINGGOLD: "R" figures are details from her paintings.

1. Suggested Media for grades 3 and 4 .and student directions:

   Page 24: In the blank R draw designs.
   Page 26: Inside the quilt border draw a "family Time" such as a picnic, reunion, etc. Use any media you choose.

   Suggested Media for grades 5 and 6 and student directions:

   Page 24: In the blank R draw designs.
   Page 26: Inside the quilt border draw historical figures from a period of history: Egyptian royalty, Greek gods, Medieval knight, etc. You might also choose an artist and draw representations from his/her work: Vincent Van Gogh's "Sunflowers", Mary Cassatt's "Mother and Children", etc. Use any media you wish.

2. Arts Integration:
   Integrate this lesson with social studies by researching quilts: the history of its beginnings, uses, materials, names.

3. Bulletin Board:
   Have students design a quilt square and give it a title.

4. Contemporaries of this Artist:
   Any living artist today.

Faith Ringgold was born in 1930 in New York City. She is the third living artist included in this alphabet. She shares her ideas through stories, video tapes, lectures and most importantly through quilts. As a child she had asthma and had to be taught by her mother. She entered public schools in second grade. In high school she loved her art classes. When Faith decided to become an artist she wanted to find a way to incorporate her African-American heritage into her art work. One method she uses is quilts. The quilts are decorative and narrative histories of events in her life or in her culture. Many times she combines periods of art history and uses several techniques in these art works.

Questions:

1. What videos's have you seen about artists?

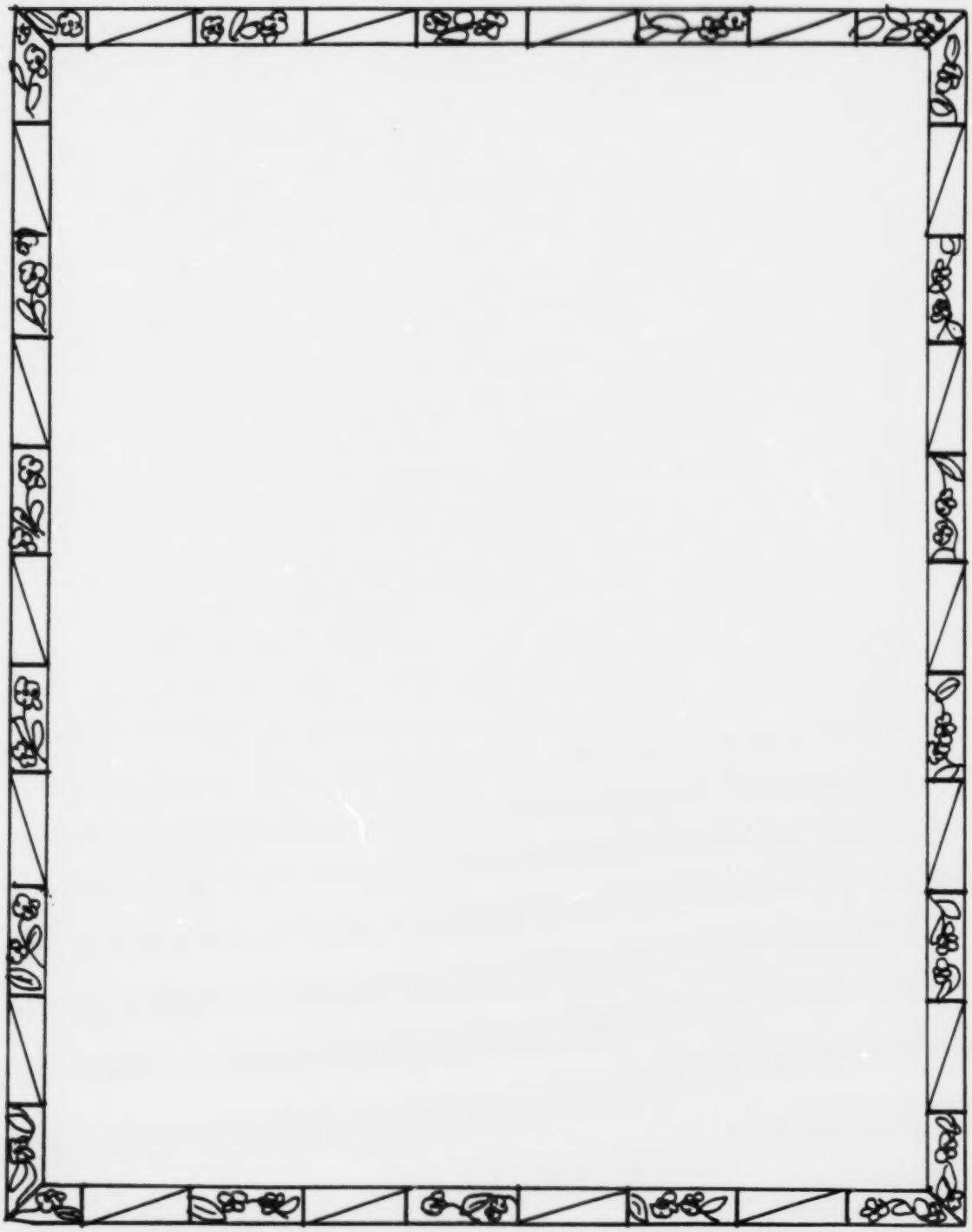
_____

_____

2, Tell some happy events in your life like a family reunion, a picnic, getting a pet.

_____

_____



Schapiro

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TEACHER DIRECTIONS FOR USING

WHO IS MIRIAM SCHAPIRO?

Miriam Schapiro (Shah-PEER-oh) was born in 1923 in Toronto, Canada. She is another contemporary artist included in this alphabet. Her father was an artist and an industrial designer. When she was young her mother enrolled her in art classes and dance lessons. Later she attended Saturday classes at the Museum of Modern Art. Both parents encouraged her interest in art.

As an adult she enrolled in Hunter College, New York, later transferring to the University of Iowa. She began to use collage elements in her paintings by using scraps of fabric, lace, doilies, and handkerchiefs. She is inspired by womens' experiences and traditions in needlework: sewing, embroidery, crocheting and quilting.

Miriam feels that womens' artistic abilities have not been appreciated or recognized. She is known for her paintings that are in the shape of hearts, fans, houses and kimonos.

SCHAPIRO: "S" figure is from "Personal Appearance".

1. Suggested Media for Grades 3 - 6 and student directions:

   Page 29: In the blank S use the S as the starting point for your drawing. Make the "S" into something such as the wheels of a bike or car, a snail, or fan design.
   Page 31: Think of a phrase and illustrate it.

2. Arts Integration:

   Integrate this lesson with language arts. Discuss various phrases, where they originate and how we use them.

3. Bulletin Board:

   Display illustrations of commonly used phrases such as "A stitch in time saves nine". Cover the phrases and have students guess the phrase.

4. Contemporaries of this Artist:

   Rebecca Horn, Joyce Kozloff, Ida Applebroog

Miriam Schapiro (Sha-PEER-oh) was born in 1923 in Toronto, Canada. Her grandmother, mother and father encouraged her artistic talents and sent her to Saturday classes at the Museum of Modern Art. Later, she went to two colleges: Hunter College in New York and the University of Iowa. She is inspired by womens' experiences and the traditions of needlework such as quilting, embroidery, crocheting and sewing. She collages pieces from these arts onto her canvases and decides on fanciful and imaginative titles for them.

Questions:

1. How do your parents encourage you?_____

_____

_____

_____

2. What is a collage?_____

_____

_____

Miriam Schapiro often gave fanciful titles to her pictures such as "I'm Dancing as Fast as I can". Think of some fanciful phrases that might be a good title for a picture. To start your imagination, here are some examples:

a. If I were in your shoes....

b. Rome wasn't built in a day...

c. An apple a day keeps the doctor away...

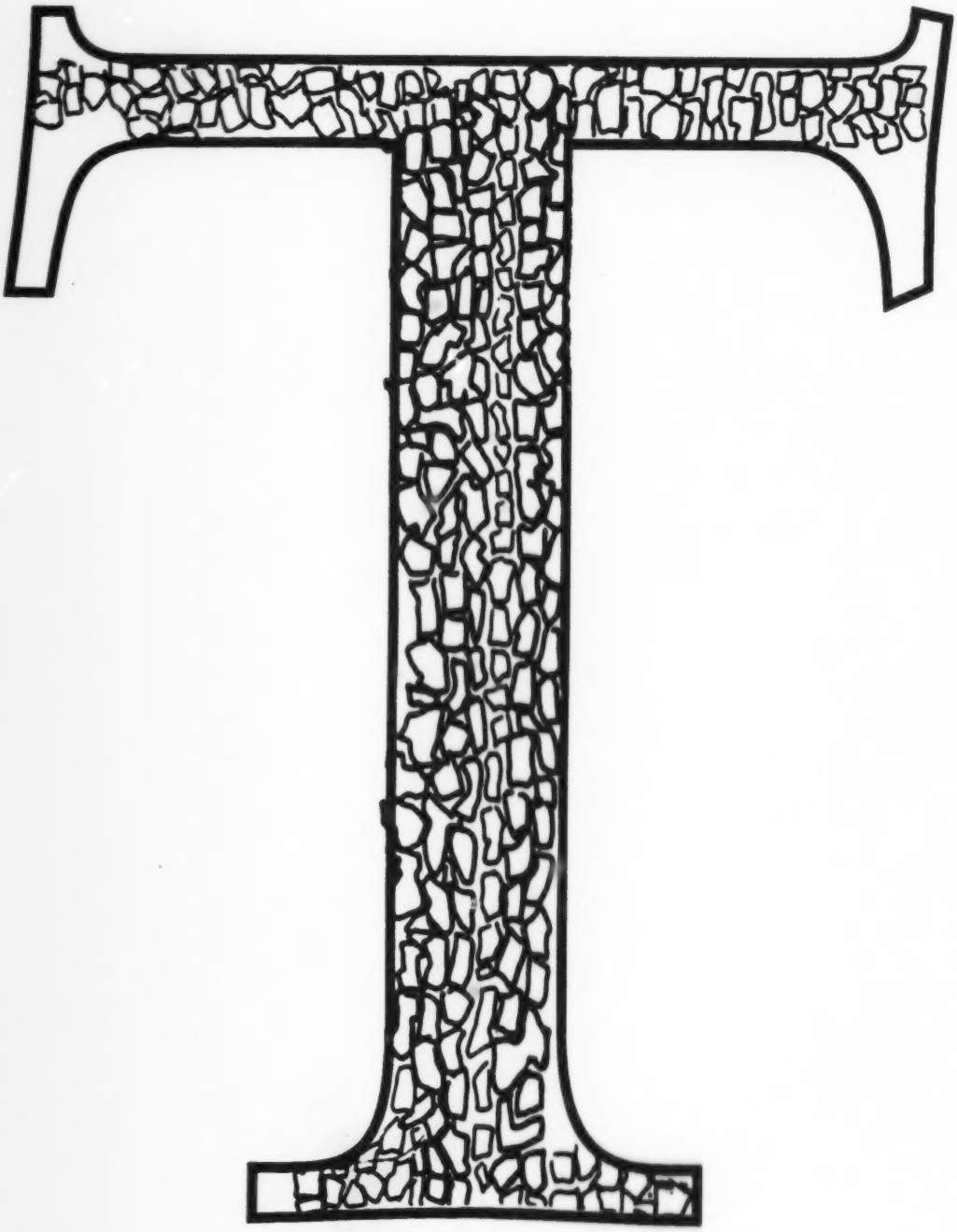
WRITE YOUR PHRASE ON THE LINES BELOW:

_____

_____

_____

ILLUSTRATE YOUR PHRASE IN THE BOX BELOW:



Thomas

TEACHER DIRECTIONS FOR USING

WHO WAS ALMA THOMAS?

Alma Thomas was born in 1892 in Georgia and died in 1978. When she was young she lived in a Victorian house overlooking the city of Columbus. Her father, a builder, considered this house his masterpiece.

Alma attended a segregated elementary school. Summers were spent on her grandfather's plantation in Alabama where she and three younger sisters were allowed to roam. The conversations around the table were often about politics and included spelling bees. Everyone in the family considered education so important that the entire family moved to Washington, D,C, so the girls could attend high school.

Alma went to Armstrong High School, taking every art course offered. . Later she would become the first graduate of the Fine Arts dept. at Howard University.

Early in her career she wanted to become an architect and build bridges. However, knowing that to be impossible, she became an art teacher spending thirty five years teaching at Shaw Middle School. On her retirement, she began her painting career.

Alma had always painted realistically but gradually her canvases became more abstract showing non-representational objects from nature. She developed an image using small dabs of color leaving small spaces of white between them as in a mosaic. The titles of her paintings show this fact: The Eclipse; Iris, Tulips, Jonquils, Crocuses; and Wind Tossing Late Autumn Leaves.

THOMAS: "T" figure is a detail from Iris, Tulips, Jonquils and Crocuses.

1. Suggested Media for grades 3 - 6 and student directions:

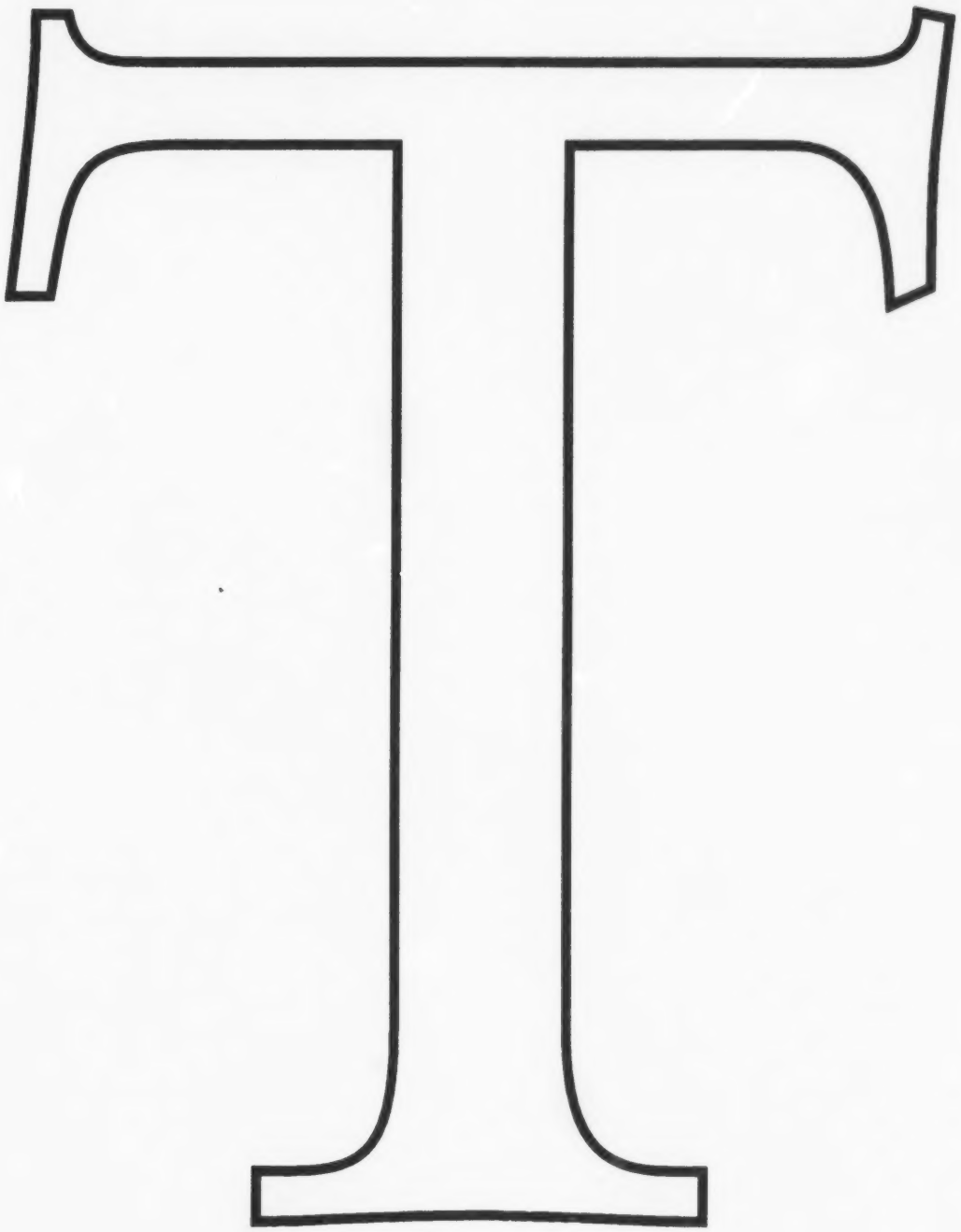
   Page 34: In the blank T draw an object that shows a career you would like to have or lessons you take. Eg: ballet shoes, drum set, golf clubs, basketball.
   Page 36: (grades 3 and 4) Choose a scene from nature (sunset, galaxy of stars or planets.) Sketch your scene. Fill the spaces with cut or torn paper leaving little spaces between the paper as in a mosaic. Title your work.

   (Grades 5 and 6) Follow the directions above using tempera instead of cut paper. Use bright colors, dabbing color and leaving spaces between. Don't let the colors touch or mix together. Keep them pure and bright.

2. Arts Integration:
   Integrate this lesson with social studies by discussing career education.

3. Bulletin Board:
   Have students bring pictures of many types of careers for display.

4. Contemporaries of this Artist.
   Any living artist today.



Alma Thomas was born in 1892 in Georgia. She attended a segregated elementary school in her hometown of Columbus, Ga. Her family moved to Washington, D.C. so that her education could continue. Alma and her three younger sisters went to Armstrong high school. She took every art course that was offered. Later she attended Howard University. Alma was a middle school art teacher for thirty-five years. When she was in her 70's she began her painting career. She discovered a method of filtering or diffusing light on her canvases by painting small sections with dabs of color. She left small patches of white background showing between each color. The titles of her works show that she got her ideas from nature: Iris, Tulips, Jonquils, and Crocuses; the Eclipse; the Garden of Blue Flowers.

Questions:

1. What is a segregated school? _____

_____

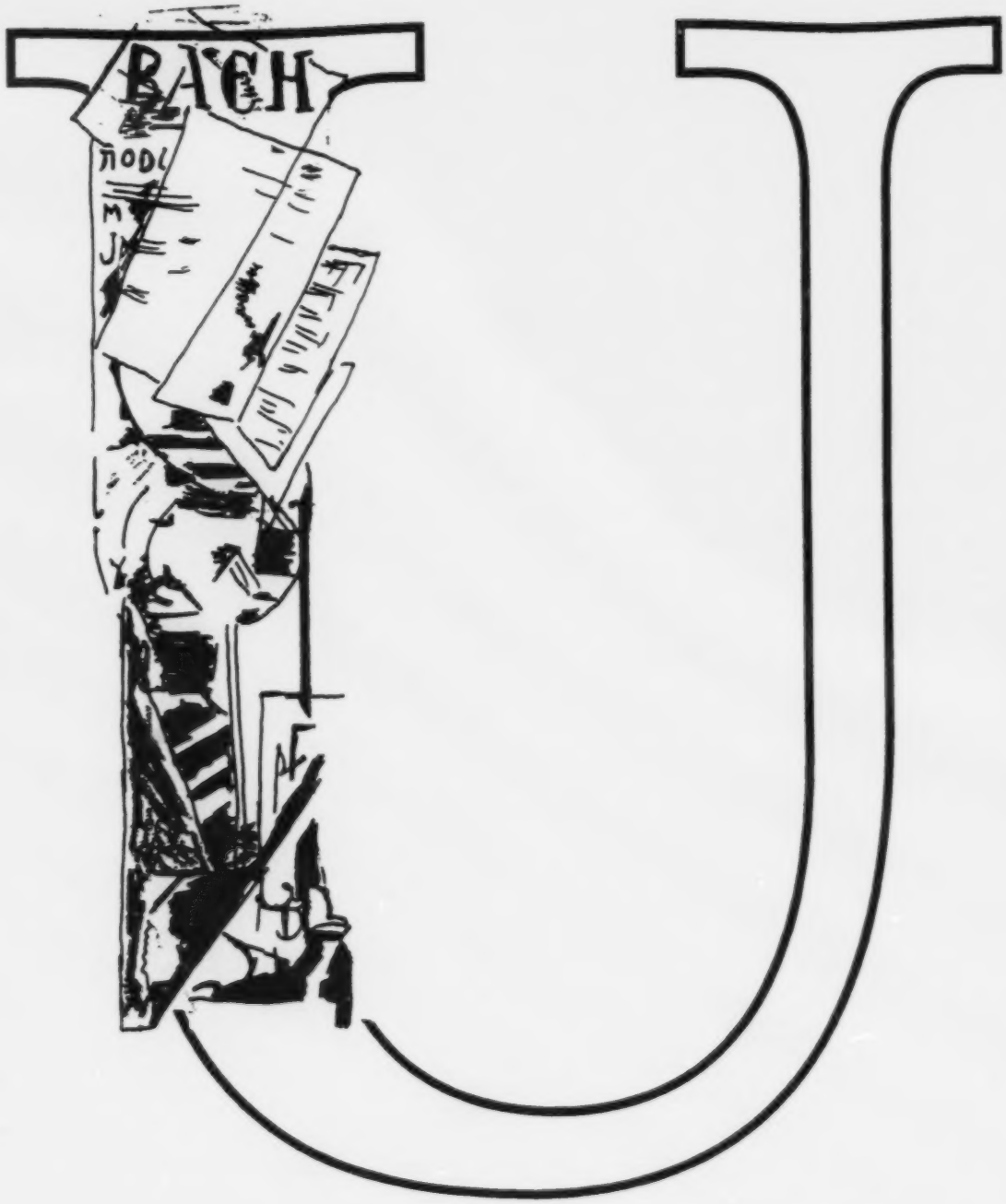
_____

2. Make up some titles for pictures using nature.

_____

_____

_____



Udaltsova

TEACHER DIRECTIONS FOR USING

WHO WAS NADEZHDA UDALTSOVA?

Nadezhda Udaltsova was born in 1885 in Russia. She was one of several Russian women who laid the foundation for the artistic endeavors of the Soviet art world. She was a painter with numerous exhibits in Paris and Moscow, having studied art in both cities. Some of her paintings were purchased by the prestigious Museum of Artistic Culture in Moscow.

Her works were strong in composition and color using a type of Russian Cubism. This style of cubism consisted of filling the space whereas French Cubism was concerned with breaking apart the space within objects. She reached a pinnacle of artistic success in Russia's art history. Her forms were detailed and used a type of decorative synthesis of flat planes.

We don't know very much about her private life but she was considered one of the female Amazons of Russian art. She is usually mentioned along side other Russian artists such as Alexandra Exter, Natalia Goncharova, Valentina Kulagina and Liubov Popova.

Udaltsova: "U" figure is a detail from "The Piano".

1. Suggested media and student directions for grades 3 and 4:

   Page 39: In the blank "U" draw different kinds of lines to make a design. Use any type of pencil.

   On a separate paper: Draw one of your initials and fill it with pictures of things cut from magazines. Have a theme: hats, sports, cartoon characters, etc.

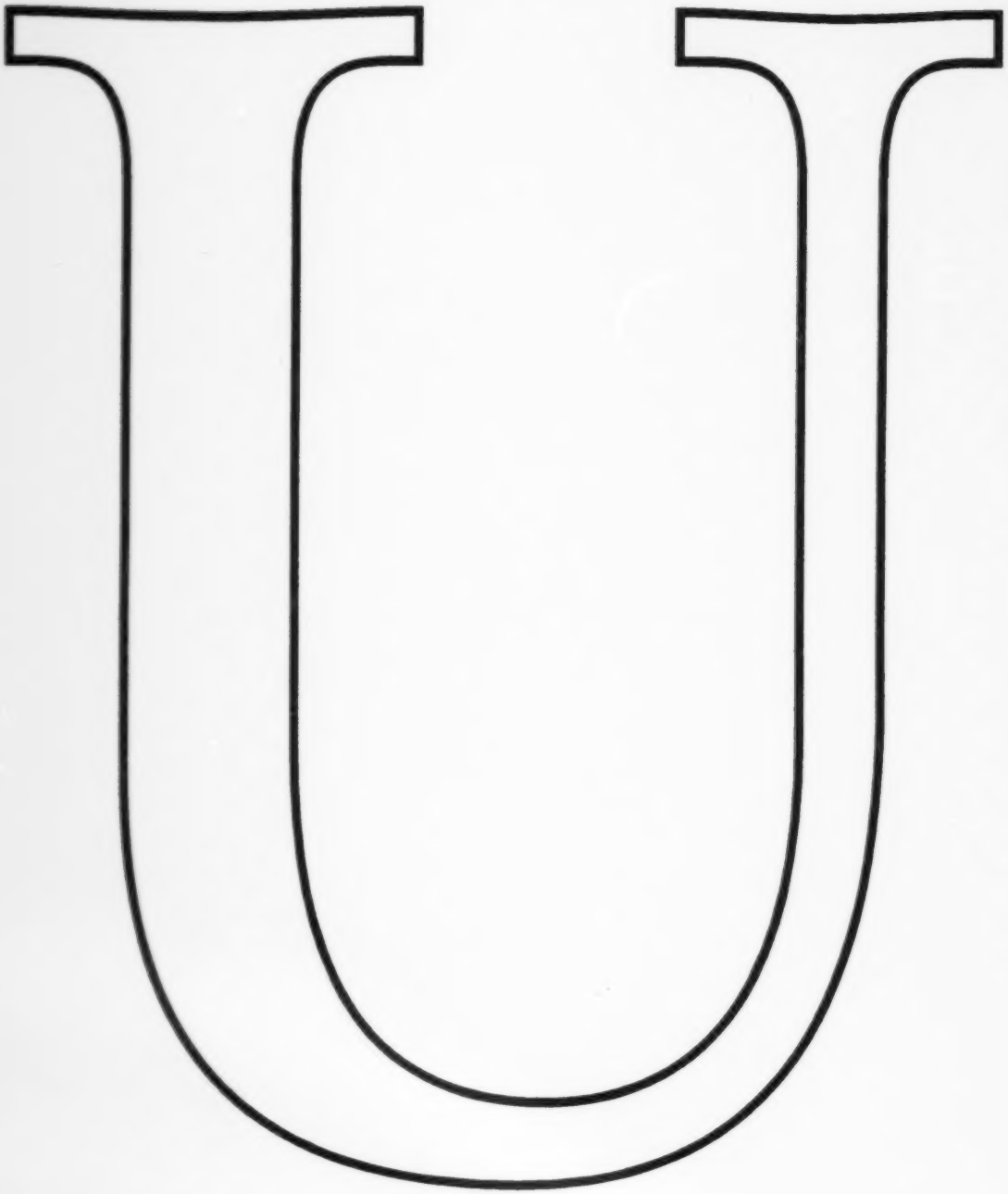
   Suggested media for grades 5 and 6:

   Page 39: In and around the blank "U" glue words that describe you. Cut these words from Magazines using a wide variety.
   On a separate paper: Draw one of your initials. Inside the letter, draw your hobbies, favorite TV and movie characters, and special things about you.

2. Arts Integration:
   Integrate this lesson with language arts by having the students write a paragraph about themselves.

3. Bulletin Board:
   Make a display with the students' paragraphs and initials. It will be a bulletin board about "U".

4. Contemporaries of this Artist:
   Alexandra Exter, Natalia Goncharova, Valentina Kulagina, Liubov Papova



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Nadezhda Udaltsova (Nah-dez-dah Ooh-doll-so-vah) was born in 1885 in Russia. We do not know very much about her early years. She attended art schools in Moscow and Paris. Nadezhda had many friends in the Russian art world and was invited to be in many exhibits. Some of her paintings are in the famous Museum of Artistic Culture in Moscow. Her works are called "Russian Cubism" because they have geometric shapes with bright colors in them.

Questions:

1. What do you know about Cubism? _____

_____

_____

2. What museums have you visited? _____

_____

_____

_____

Vigee-LeBrun

TEACHER DIRECTIONS FOR USING

WHO IS ELISABETH VIGEE-LEBRUN?

Elisabeth Vigee-Lebrun was born in 1775 in France. She was a child prodigy. When she was only 11 years old she studied with her father who was a minor figure in the history of French painting . Elisabeth spent time observing nature and sketching ideas from the master painters at the Louvre. Her father died when she was 12 years old making Elisabeth the sole support of her family from the time she was 15 .

She became the favorite portrait painter of French aristocracy partly because she flattered them by using creative costuming and poses that made them look their best.

Forced into a secret marriage by her mother, Elisabeth was wed to a man 12 years her senior and a compulsive gambler. Elisabeth should have been a wealthy woman but he spent most of her money. From this marriage, a daughter was born and her husband successfully promoted her career.

In 1783, Elisabeth was admitted to the French Academy of Art through the intercession of Queen Marie Antoinette whose portrait she had painted over 25 times. A strong friendship developed between the two women, and at the onset of the French Revolution, Elisabeth fled the country in 1780.

Other European courts welcomed her as she traveled throughout Italy, Austria, Russia and England. She spent 6 years in Russia where she painted Catherine the Great and in England, she painted portraits of Lord Byron and the Prince of Wales. Her last 20 years were spent painting in Paris and writing her memoirs. Many self portraits show her stages of growth throughout her life.

VIGEE-LEBRUN: "V" figure is a detail of the " Countess Golovin."

1. Suggested media and student directions for grades 3 - 6:

Page 43: In the blank V draw a self portrait. Observe your features carefully in a mirror. Begin by drawing the shape of your face, adding eyes, nose, etc. Practice on scrap paper before beginning your good drawing.

Page 45: Sketch a famous king or queen from history. (Queen Isabella or King Henry the 8th?) Enlarge this drawing on a bigger piece of paper and paint with tempera.

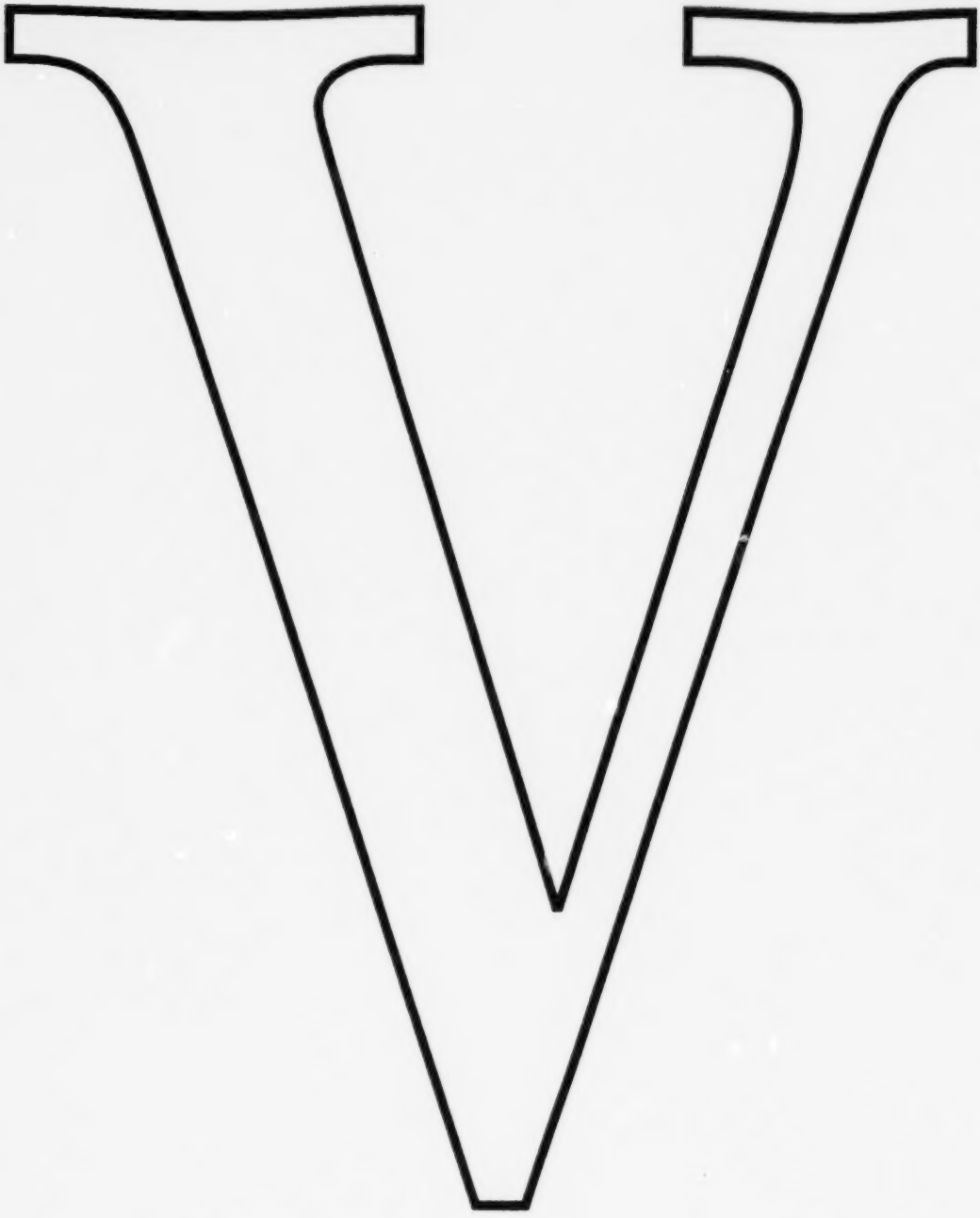
1. Arts Integration:

Integrate this lesson with social studies. Have students choose an historical person. Research his/her life and sketch their portrait.

3. Bulletin Board:

Make a "Portrait Gallery" in a hallway so that students can observe, discuss and critique the styles of portraits.

4. Contemporaries of this Artist:
Louis Vigee, David, Ingres, Fragonard.



Elisabeth Vigee-Lebrun (Vee-ghay luh-BROON) was born in 1775 in France. She was a child prodigy in art and was taught art techniques by her father Louis Vigee. He died when she was 12 years old. She supported her mother, sisters and brothers by painting portraits. Elisabeth was a favorite painter of queen Marie Antoinette. She painted the Queen's portrait 25 times. When the French Revolution began she had to escape to another country. Elisabeth traveled to Italy, Austria, Russia and England. She painted portraits of many famous people at that time. There are over 900 portraits attributed to her work.

Questions:

1. What is a child prodigy? _____

_____

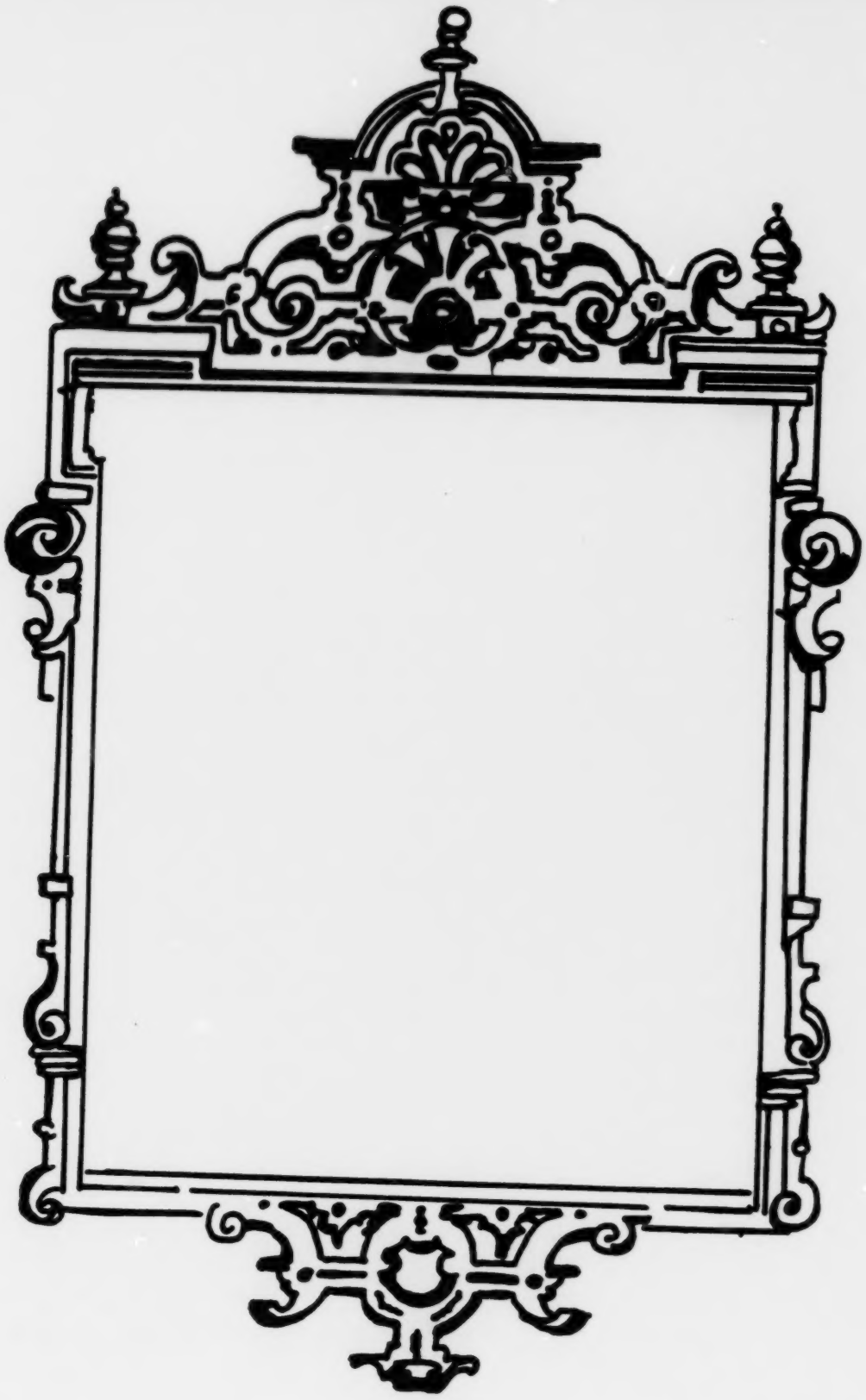
2. What is a portrait?_____

_____

3. What was the French Revolution? _____

_____

_____



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Worden

TEACHER DIRECTIONS FOR USING

WHO IS KAY WORDEN?

Kay Worden was born in 1925 in New York. She attended Sarah Lawrence College and John Hopkins University. Kay married when she was quite young and had five children. She worked on her sculptures as she raised her family which made for a very exciting time.

Kay had many one woman sculpture exhibitions. They have been in important galleries in large cities. She has also exhibited abroad in Paris, London and Munich. The United States state department arranged exhibitions in several African countries as well. Her work can be found in many private collections and in public buildings here and abroad.

Kay has been involved in several volunteer activities where she has taught and counseled underprivileged youngsters. This artist is another of our contemporary artists alive today.

WORDEN: "W" figure is a sculpture: "Ten Seconds Remaining".

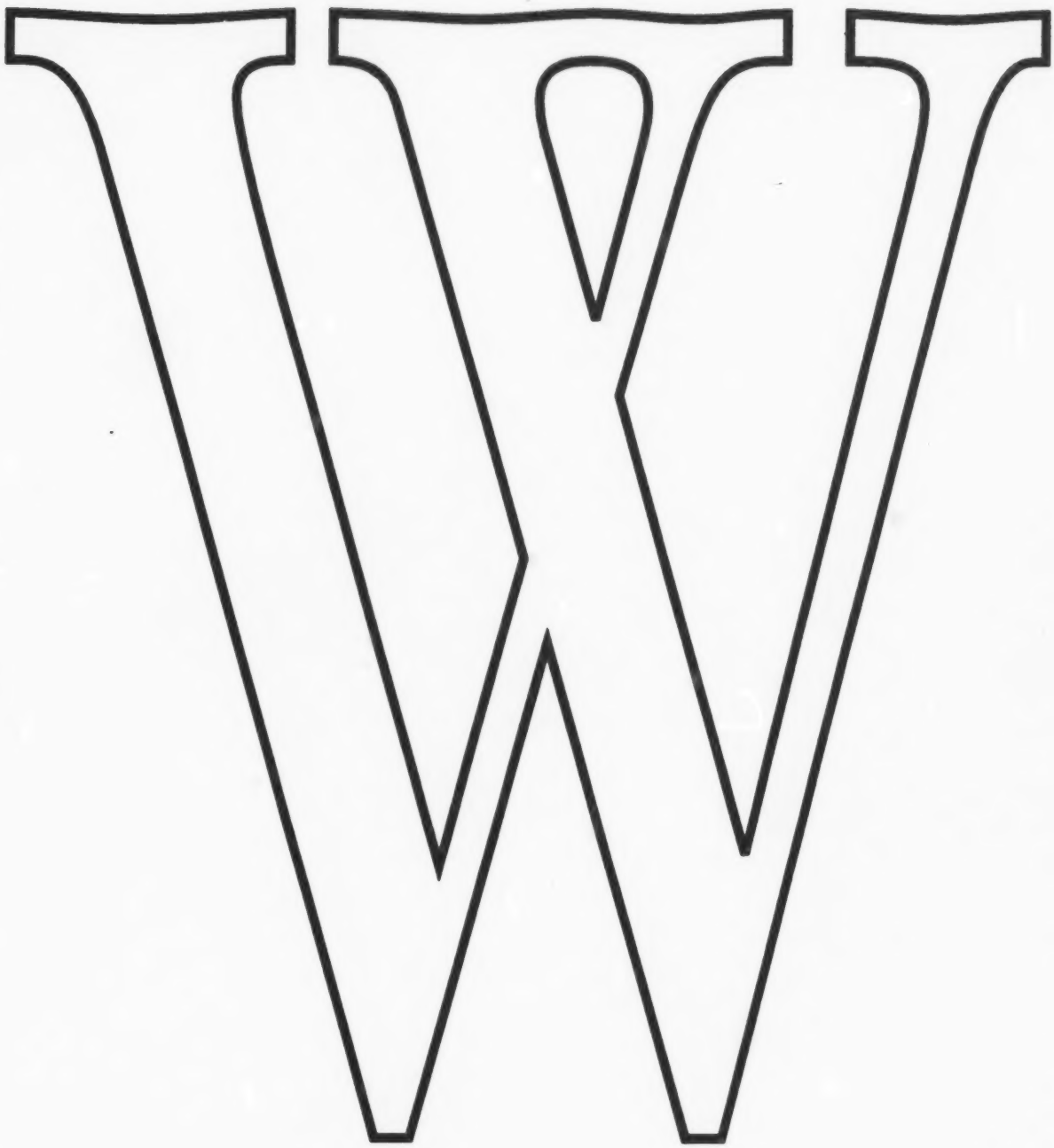
1. Suggested media and student directions for grades 3 - 6:

   Page 48: In the letter W draw some figures that you would enjoy making in clay. Ask your teacher if your figures could be made from a pliable material such as clay or salt dough. If not, use construction paper to make a three dimensional figure.

2. Arts Integration:
   Integrate this lesson with science. Discuss environments for your figures.

3. Bulletin Board:
   Display drawings with completed three dimensional projects. Stress the fact that one idea can have many forms: Drawing, construction paper, clay, even play dough.

4. Contemporaries of this Artist:
   Aubrey Flack.



Kay Worden was born in 1925 in New York. She is a living , working sculptor. She has received many awards and honors. You will find Kay's sculptures all over the world: the United States, England, France, Germany, and several Africa countries. Many famous people own her works. Kay has been on the Board of Directors for many organizations. She has been a volunteer and teacher to the underprivileged in several cities. Kay has a husband and five children.

Questions:

1. If you met Kay Worden, what would you like to ask her?

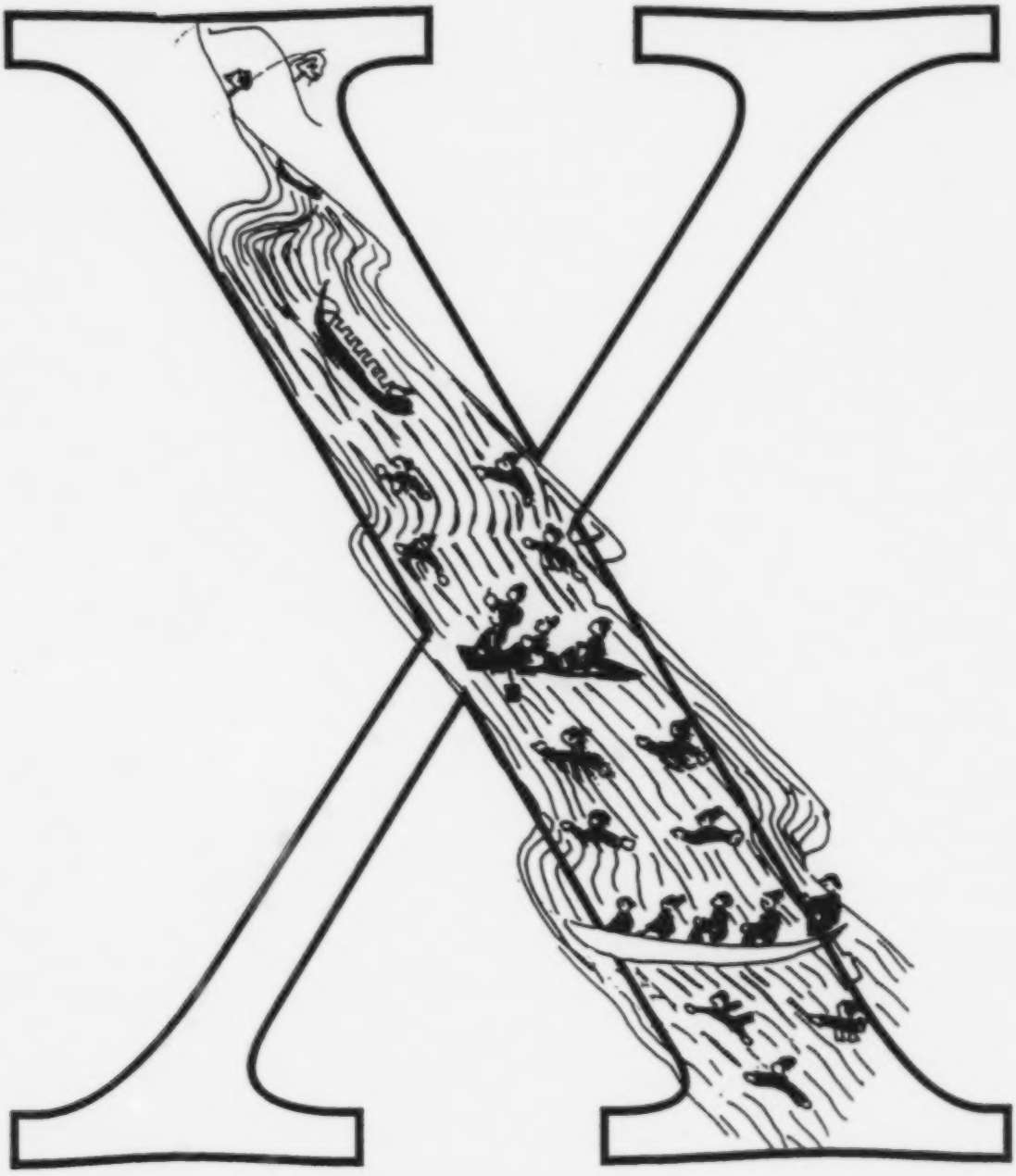
_____

_____

2. What do you want to be when you grow up? What are your career plans?

_____

_____



Xiong

TEACHER DIRECTIONS FOR USING

WHO IS CHIANG XIONG?

Chiang Xiong was born in 1953 in Laos. She left her country after the Vietnam War. She was sent to a refugee camp in Thailand. In the camp she created her story cloth which told of her long voyage to freedom. The scene shows her leaving Laos and all the trials and terrors of her journey. The water depicts the Mekong River. Chiang now lives in the United States.

A story cloth is a wonderful portable piece of artwork because the artist can easily carry it to work on whenever she has the time. Events and people can be added as the story progresses. The Hmong people are famous for their intricate embroidery and hand work, especially reverse applique.

Xiong: "X" figures are scenes from the Story Cloth.

1. Suggested media and student directions for Grades 3 and 4:

   Page 52: In the blank letter X draw different scenes from your life: family fun, hobbies, places to visit. Color with your favorite media such as colored pens, markers, oil crayons or crayons.

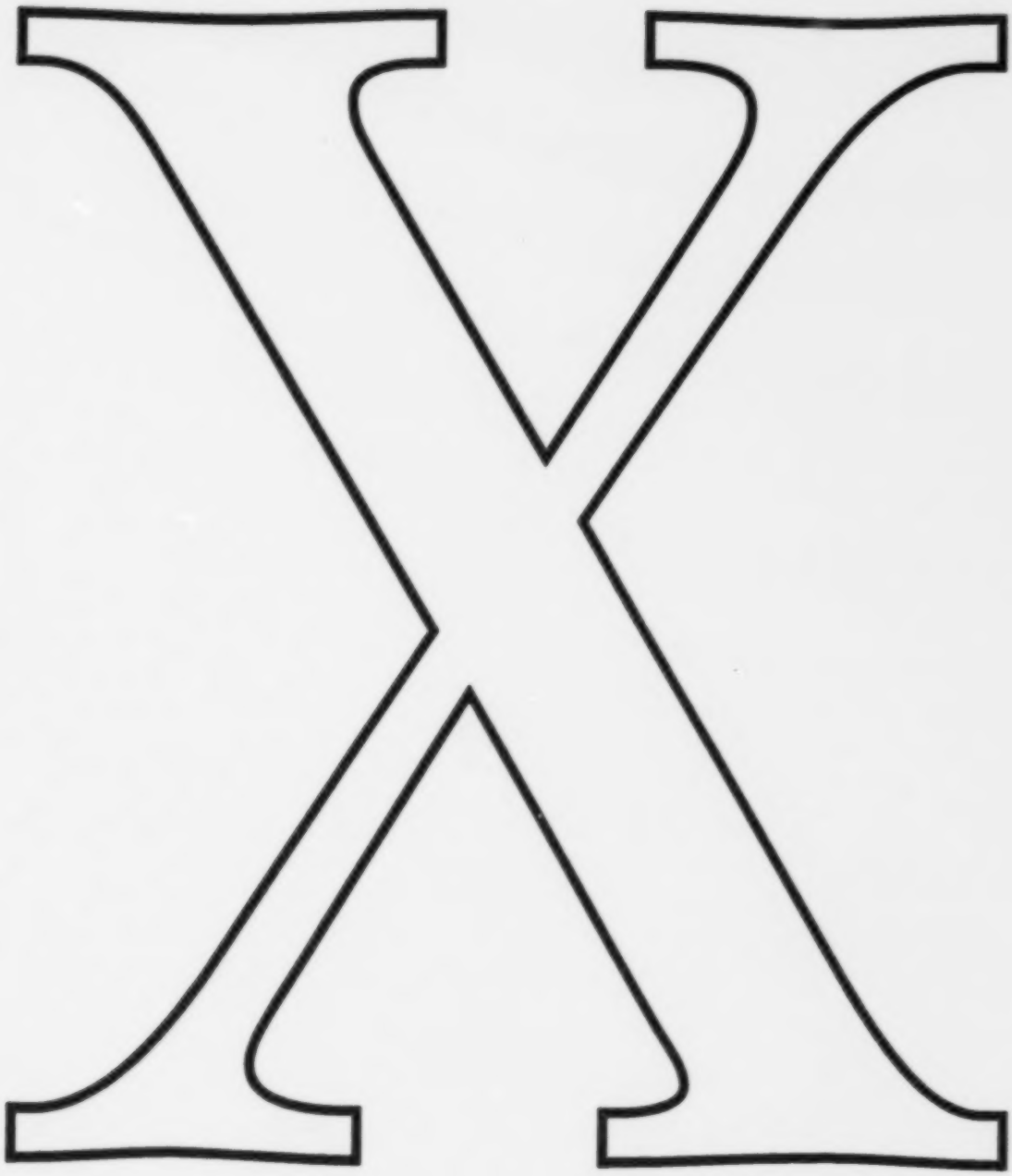
   Suggested media for grades 5 and 6:

   Page 60: In the letter X have students follow directions above but in addition, allow students to draw their own life story on a larger sheet of drawing paper. This could be used as a pattern for a stitchery piece.

2. Arts Integration:
   Integrate this lesson with language arts by asking the students to write a narrative story to accompany the pattern drawing of their life.

3. Bulletin Board Ideas:
   Display stories and art works.

4: Contemporaries of this Artist:
   All of us!



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Chiang Xiong was born in 1953 in Laos. She was a Hmong. Chiang left her country after the Vietnam War. Chiang lived in a refugee camp in Thailand. Conditions were miserable and it was difficult to survive under these kind of circumstances. However, Chiang traveled to several countries and endured many hardships before she settled in America.

Questions:

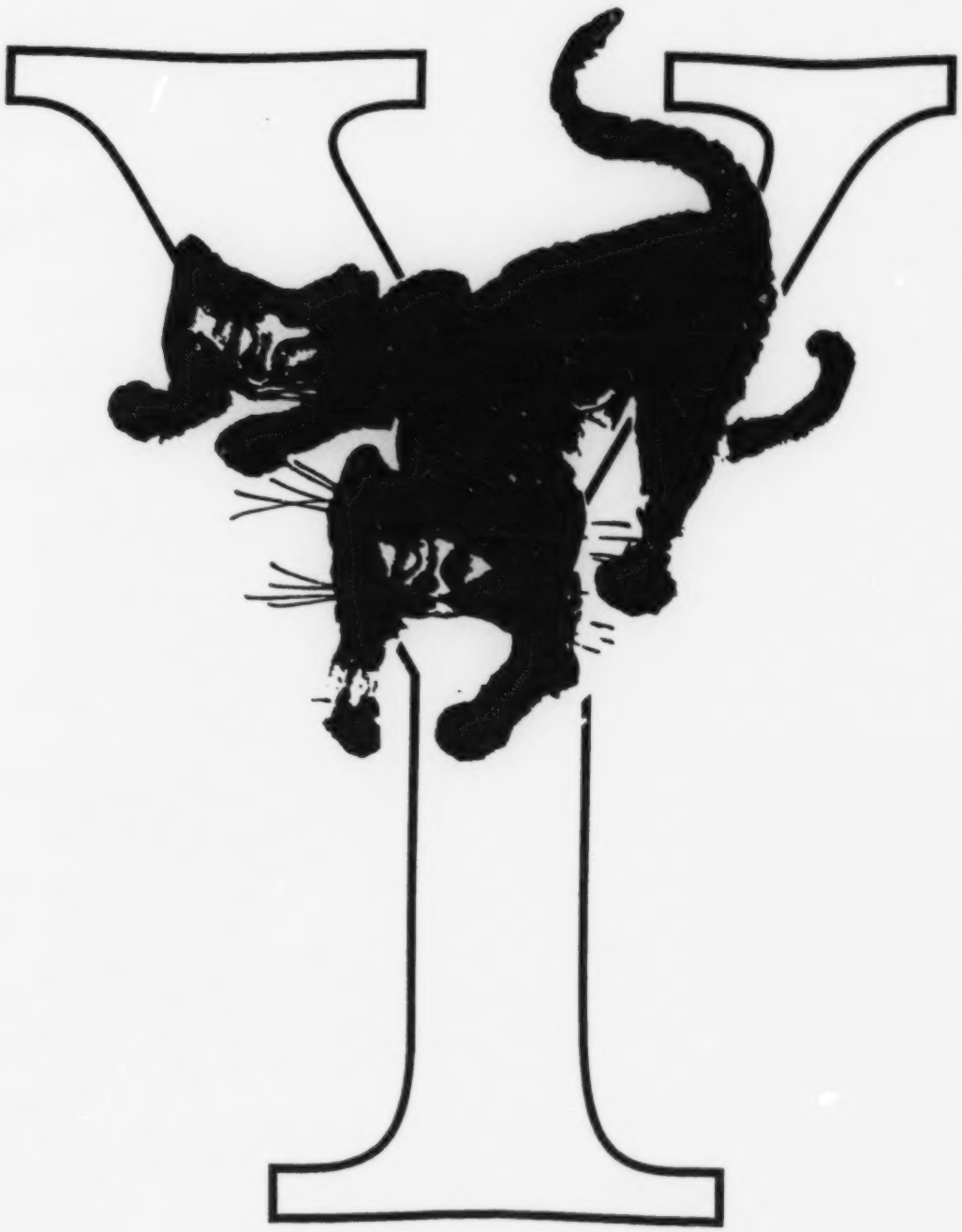
1. Tell some things you know about the Vietnam War.

_____

_____

2. Who are the HMONG People?

_____



Yani

TEACHER DIRECTIONS FOR USING

WHO WAS WANG YANI?

Wang Yani was born in 1975 in China. She began Painting at 2 1/2, as soon as she could hold a brush. Her father was an artist and an art teacher so she had spent time in his studio although she was largely self taught. Yani's father, not wanting to influence her creative style, stopped painting for awhile so that Yani would not subconsciously copy his artwork.

As a youngster, Yani was surrounded by beauty. Her home was in the middle of a row of temples. In the front was a lotus pond and in the back a large forested hill. At age 3, Yani painted an extraordinary kitty, then progressed to doing a series of monkeys. In fact, from the ages of 3 - 6 she visited the zoo with her father and was so preoccupied with the monkeys she painted nothing else.

In China she is considered a child prodigy. At the age of 4 she had art exhibits in the largest cities in China, then abroad in Japan, West Germany and Great Britain. In 1989 at age 14, she was the youngest person ever to have a one-person exhibit at the Smithsonian Museum in Washington, D.C., also appearing on the cover of the Smithsonian Magazine. There is a rhythmic energy to her work created by sweeping movements with brush and ink. She is the personification of the Chinese saying, "The brush sings and the ink dances".

YANI: "Y" figure is a detail of two cats from a 6 foot scroll painting. (Age 10)

1. Suggested media and student directions for grades 3 and 4.

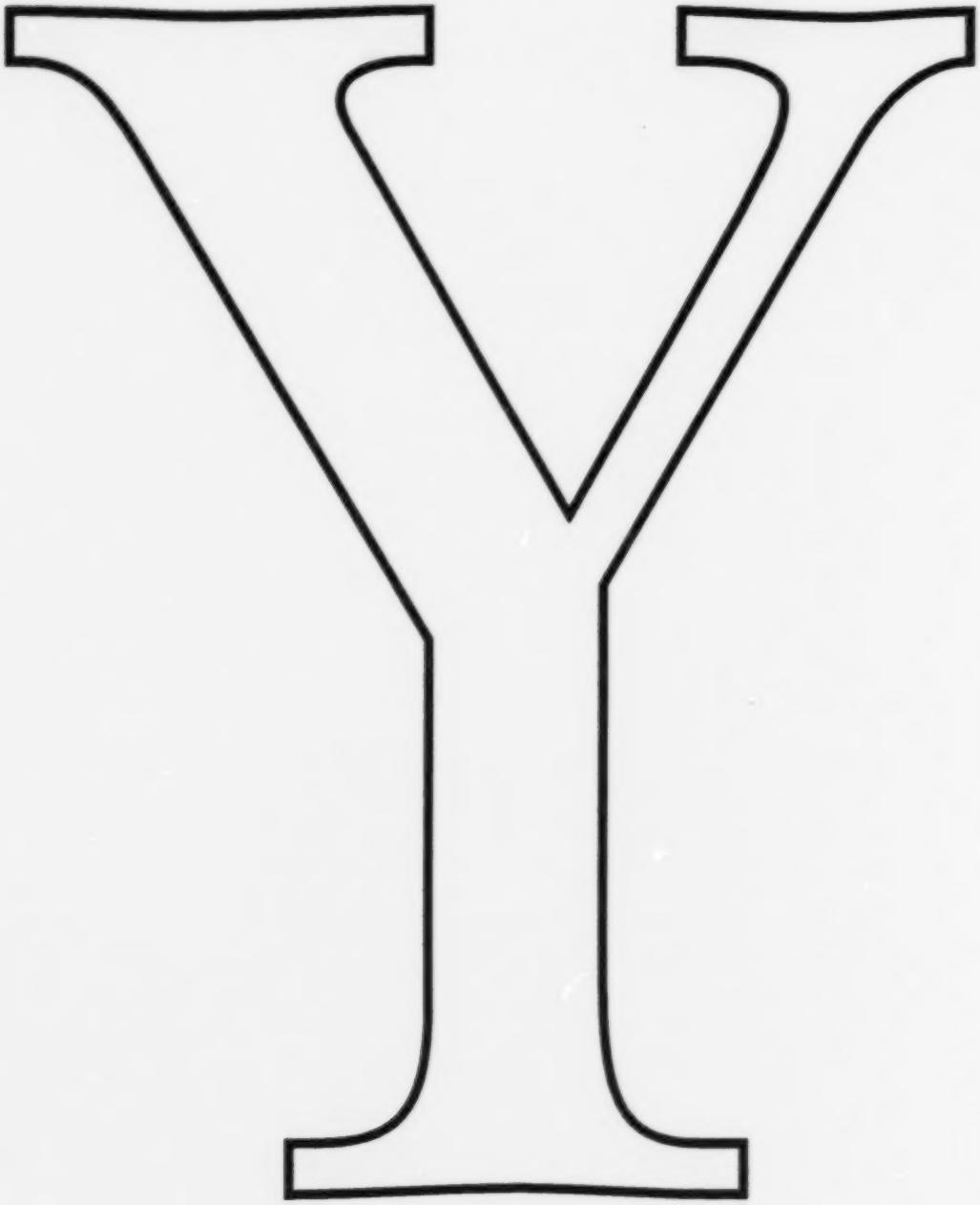
   Page 56: In the blank Y draw several animals (cats, rabbits, dogs, etc.) Color with available materials.
   On a separate paper: Use black tempera or watercolor. Drip a few dots on your paper. Use your imagination and your paintbrush to transform them into something.

   Suggested media and student directions for grades 5 and 6.

   Page 56: In the blank Y use a thin brush and black paint to draw some animals that you have observed.
   On a separate piece of paper: Draw or paint a picture of 100 people, animals or things. These drawings may be the same object drawn 100 different ways, or 100 different drawings of many things.

2. Arts Integration:
   Integrate this lesson with geography. Discuss China in any aspect you choose: climate, topography, art, etc.

3. Bulletin Board Ideas:
   Display paintings that began as "dribbles, dots or dabs". Display pictures of Chinese brush painting as well as pictures of 100 things. Have a celebration when 100 days have passed in school.



Wang Yani was born in 1975 in China. She began painting at 2 1/2 years old, as soon as she could hold a brush. Yani had her first art show at the age of 4. She is well known all over China. By age 6 she had painted over 4,000 pictures. When she was 10 years old she had art exhibits in Great Britain, West Germany and Japan. In 1989 Yani had a one person art show at the Smithsonian Museum in Washington D.C.. She was the youngest person ever to be honored in this way. She began her career painting animals that she gave creative personalities. Next she progressed to painting people and landscapes. At 16, she had painted more than 10,000 pictures. One of her animal works was made into a postage stamp.

Questions:

1. What is an exhibit? _____

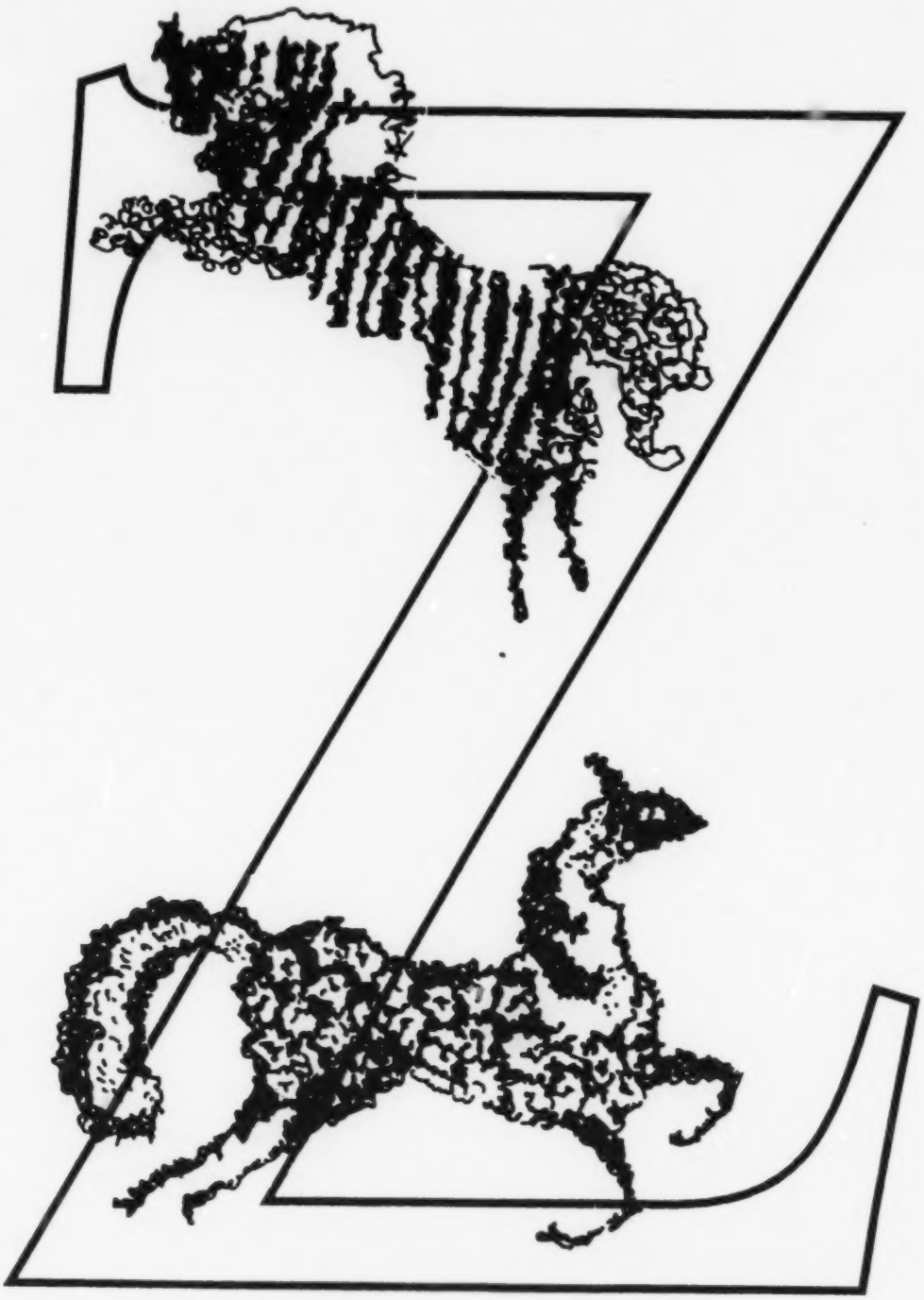
_____

_____

2. What is a landscape? _____

_____

_____



Zorach

TEACHER DIRECTIONS FOR USING

WHO WAS MARGUERITE ZORACH?

Marguerite Zorach was born in 1887 in Fresno, California. She had a normal childhood, attending public schools. However, a wealthy aunt, a special person in her life, paid for art lessons as well as her tuition at "La Palette", an art school in Paris, France.

Marguerite studied abroad for three years, meeting her future husband at the same school. Living in Paris, she had the opportunity to meet Picasso and the author, Gertrude Stein. Matisse and Derain were strong influences on her work. She identified with the flat bright colors of these artists and she painted in the same style.

At the end of her formal art schooling, she accompanied her aunt on a trip around the world. They visited Egypt, Palestine, India, Malaysia, China and Japan. Her aunt was hoping she might forget her boyfriend William but on their return, the two were married in 1912.

Both artists lived in New York City. This was a difficult time for them since their artwork wasn't selling and money was tight. However Marguerite's paintings were included in the prestigious "Armory Show" exhibit which became a milestone in introducing modern art to America.

Marguerite's sewing and embroidery work paid the living expenses for several years. Zorach's most productive years were from 1908-1920 when she began working in oils and later changed to watercolors and inks. When her son Tessim and daughter Peggy were growing up, needlework became her focus. It was only later in her life she returned to working in oil paints. Zorach's work began to be discovered and prized in the 1970's.

Zorach: "Z" figures are details from a "Hooked Rug".

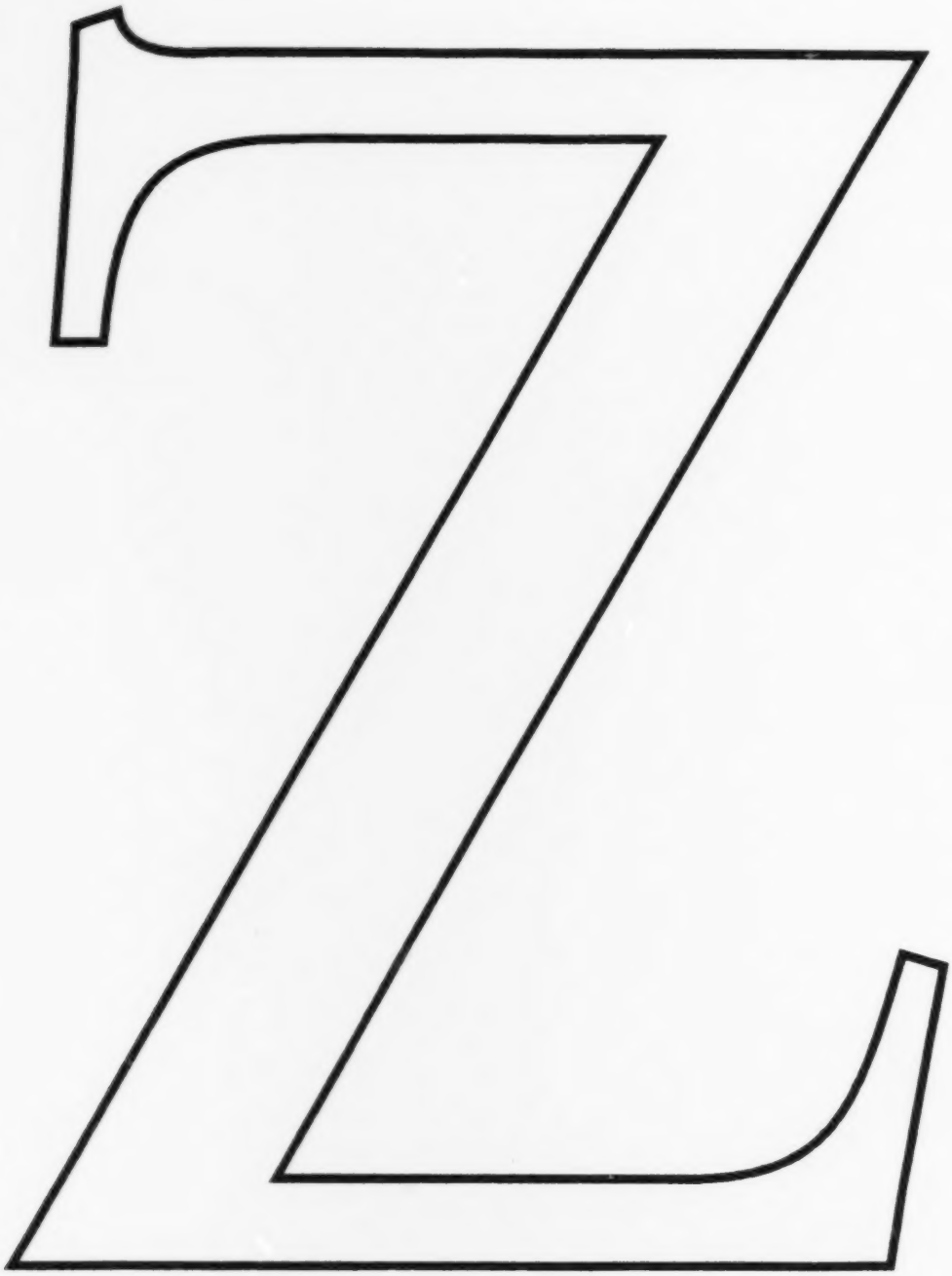
1. Suggested media and student directions for grades 3 - 6:

   Page 60: In the blank Z draw some things you might find in a landscape : grass, weeds, buildings, trees, etc. Color with colored pencils.
   Page 62: Finish this landscape and use whatever materials are available: colored pencils, markers, watercolor or tempera.

2. Arts Integration:
   Integrate this lesson with geography and trace Zorach's tour around the world.

3. Bulletin Board:
   Find pictures of landscapes that Zorach would have seen on her travels.

4. Contemporaries of this Artist:
   Gertrude Stein, Picasso, Matisse, Derain, William Zorach



Marguerite Zorach (Mar-gurr-EAT ZOAR- ak) was born in 1887 in Fresno, California. She had a wealthy aunt who sent her to Paris, France to study art. She attended School for three years and was influenced by the work of Henri Matisse. Her aunt took on a on a trip around the world. Marguerite visited Egypt, Palestine, India, Malaysia, China and Japan. When she returned to the United States she married another artist, William Zorach. Marguerite worked in many different media: oils, watercolors, inks and yarns. She did many tapestries and rugs for businesses. To earn a living she often did embroidery and worked as a seamstress. Today her work is just being discovered and appreciated.

Questions:

1. If you could travel to any country which one would you choose? Why?

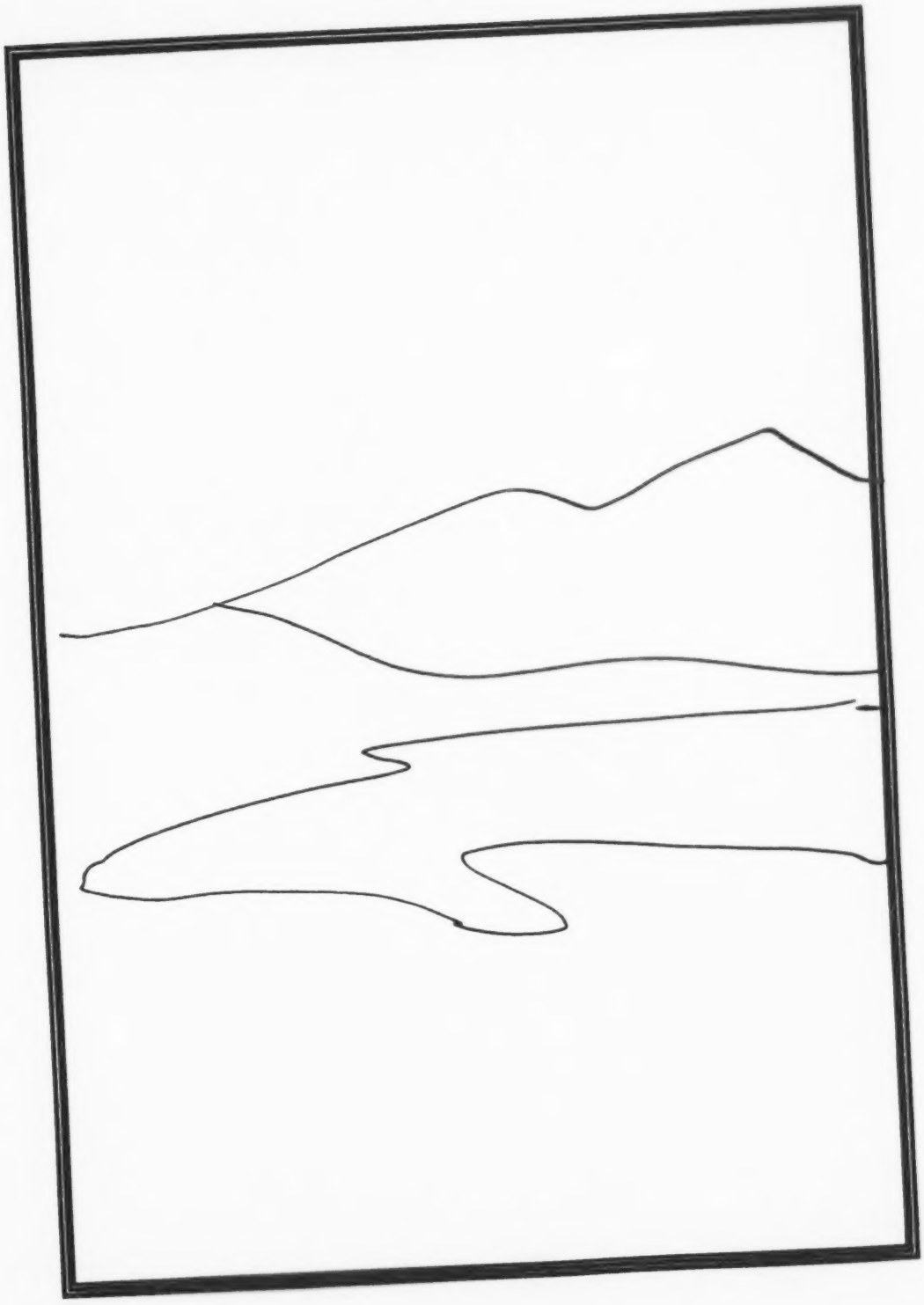
_____

_____

_____

2. Name the artist who influenced Marguerite Zorach's work.

_____



Appendix A

Art Integration with Other Subject Areas

Nevelson:	Mathematics
O'Keeffe:	Geography
Potter:	Language arts/Creative writing
Quick-To-See:	Science/Ecology/Environment
Ringgold:	Social Studies/Research Skills
Schapiro:	Language Arts
Thomas:	Social Studies
Udaltsova:	Language Arts/Creative Writing
Vigee-LeBrun:	Social Studies
Worden:	Science/Environmental Studies
Xiong:	Language Arts/Creative Writing
Yani:	Geography/China
Zorach:	Geography

Appendix B

Time and Birthplace Line

1775	1885	1887	1888	1892	1899
Vigee-LeBrun	Udaltsova	O'Keeffe	Potter	Thomas	Nevelson
France	Russia	Zorach	England	USA	Russia

1923	1925	1930	1940	1953	1975
Schapiro	Worden	Ringgold	Quick-To -See	Xiong	Yani
Canada	USA	USA	USA	LAOS	China

Appendix C

Artist Test

Name: _____

Fill in the blanks with the artist's name.

Nevelson	Ringgold	Vigee-LeBrun
O'Keeffe	Schapiro	Worden
Potter	Thomas	Xiong
Quick-To-See	Udaltsova	Yani
	Zorach	

1._____invented a world where animals acted like people.

2._____used "Russian Cubism" in her art works.

3._____went on a world tour with her aunt.

4._____painted over 25 portraits of Queen Marie Antoinette.

5._____was a public school art teacher in Washington, D.C.

6._____was known for her paintings of gigantic flowers.

7._____has sculpture pieces in collections all over the world.

8._____is the youngest person to have an art exhibit at the Smithsonian in Washington, D.C.

9._____ lived in a refugee camp.

10._____learned a love of horses from her father.

11._____uses collage in her artworks.

12._____designs quilts using ideas from her past.

13._____worked with wood scraps.

Appendix D

Answers to Artist Test

1. Potter
2. Udaltsova
3. Zorach
4. Vigee-LeBrun
5. Thomas
6. O'Keeffe
7. Worden
8. Yani
9. Xiong
10. Quick-To-See
11. Schapiro
12. Ringgold
13. Nevelson

Appendix E

Dear Parents,

I hope that you enjoy looking at this Womens' Art History Book with your child. You will learn:

N = Nevelson worked with geometric shapes.

O = O'Keeffe painted gigantic flowers.

P = Potter created a make believe world of talking animals.

Q = Quick-To-See is a Native American artist who cares deeply about our environment.

R = Ringgold uses her African -American heritage in her art works.

S = Schapiro creates colorful collages.

T = Thomas was an art teacher for thirty five years in Washington, D.C.

U = Udaltsova laid the foundation for the modern Russian art world.

V = Vigee-LeBrun painted twenty five portraits of Marie Antoinette.

W = Worden produces sculptures that can be seen world-wide.

X = Xiong is a Laotian artist who lives in the United States.

Y = Yani became the youngest artist to have an art exhibit at the Smithsonian.

Z = Zorach studied art in Paris and returned to the United States to pursue her career. Her husband was the artist, William Zorach.

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Appendix F

Answer Key to Biography Questions

Nevelson: page 4

1. What are murals?
   Paintings that are applied directly on a wall.
2. What is a sculpture?
   A three dimensional figure made by a variety of methods: Chiseling marble, modeling clay or casting in metal.

O'Keeffe: page 9

1. What is a landscape?
   A picture representing a view of natural inland scenery.
2. Why is this artist unique?
   (student response and discussion).

Potter: page 15

1. What is a governess and what duties does he/she perform?
   A person employed to educate and train the children of a private household.
2. What is an illustrator?
   A person that draws to clarify or decorate a text.

Quick-To-See: Page 20

1. What is your nationality?
2. Tell something about your heritage.
   (Both questions are to be answered by student response and discussion.)

Ringgold: page 25

1. What videos have you seen about artists?
2. Tell some happy events in your life such as a family reunion, a picnic, getting a pet.
   (Both questions are to be answered by student response and discussion.)

Schapiro: page 30

1. How do your parents encourage you?
   (Student response and discussion.)
2. What is a collage?
   An artistic composition of materials and objects pasted over a surface, often with unifying lines and color.

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Thomas: page 35

1. What is a segregated school?
   One that separated students according to race, religion, sex or ability.
2. Make up some titles for pictures using nature.
   (Student response and discussion.)

Udaltsova: page 40

1. What do you know about Cubism?
2. .What museums have you visited?
   (Student response and discussion.)

Vigee-LeBrun: page 44

1. What is a child prodigy?
   A young person who is highly talented in an extraordinary degree.
2. What is a portrait?
   A picture, (painting or drawing), of a person that shows the face.
3. What was the French Revolution?
   The war in France in which the poor people overthrew the monarchy.

Worden: Page 49

1. If you met Kay Worden, what would you like to ask her?
2. What do you want to be when you grow up? What are your career plans?
   (Student response and discussion.)

Xiong: Page 53

1. Tel some things that you know about the Vietnam War.
   (Student response and discussion.)
2. Who are the HMONG people?
   They are an important segment of the population of the country of Laos.

Yani: Page 57

1. What is an exhibit?
   A display of art work celebrating a person's special talent.
2. What is a landscape?
   A picture representing a view of natural inland scenery.

Zorach: Page 61

1. If you could travel to any country which one would you choose? Why?
   (Student response and discussion.)
2. Name the artist who influenced Marguerite Zorach's work.
   Henri Matisse. (He can be found representing the letter M in our first alphabet book of artists, **ABC Artists.**)

APPENDIX G

Resources for Information about Women Artists

Catalog of the National Museum of Women in the Arts.
New York: Abrams, 1987.

The Obstacle Race by Germaine Greer.
Farrar, Straus, Giroux: New York, 1979.

Portraits for Classroom Bulletin Boards: Women Artists.
Dale Seymour Publications, 1990.

Sofonisba Anguissola by Ilya Sandra Perlingieri.
New York: Rizzile, 1992.

Rosa Bonheur by Robyn Montana Turner.
Little, Brown and Co., Boston: 1992

Sonia Delaunay by Axil Madsen.
McGraw-Hill Publishing Co., New York: 1989

Judith Leyster by James A. Welu and Pieter Biesboer
Catalog from Worcester Art Museum

Rizzoli Art Series

School Arts Magazine

Arts and Activities Magazines

Scholastic Art Publications

Smithsonian Magazine

Instructor Magazine

Women Artist Calenders

Postcards

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